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CONFERENCE ON TEACHER EDUCATION

PART I—GENERAL SESSIONS

FRIDAY MORNING PROGRAM

College Hall

MRS. FRED JEFFRIES, *President of the Terre Haute Council of Parents and Teachers, Presiding*

ADDRESS OF WELCOME

RALPH N. TIREY

President, Indiana State Teachers College

Madam President and Friends of Education:—

We are in the midst of one of the most challenging epochs in the history of civilization. Great changes have come about in our economic and social order. The application of scientific principles and procedures to the problems of the workaday world has resulted in mechanical inventions that have revolutionized our industrial life. Through these inventions transportation and communication have been perfected to a degree of efficiency undreamed of ten

years ago. New instruments have been placed in the hands of man that enable one laborer to do more work than ten men could do a generation ago. Man has freed himself from much of the drudgery of physical toil. Machinery has been enslaved to do his bidding.

All of these scientific and technological developments have made possible a higher level of living and satisfaction for all. But whether or not man is able to realize these possibilities depends upon him—his desires, ambitions, and ideals. The same

machines that are eliminating distance for the benefit of a large part of our citizenship are also furnishing a means of escape from justice for the criminal element of society. New developments in the field of communication have opened up new avenues of business and cultural improvement for those who use them wisely, but have become strong allies for those who exploit them for the sake of illegitimate profit. Every new invention or discovery may become a blessing or curse to humanity. If they prove to be a curse the fault is not with the machine or the discovery; it is with the man. The following lines from "The Secret of The Machines," written by Kipling a good many years ago stamp the author as seer of unusual foresight:

But remember, please the Law by which we live

We are not built to comprehend a lie,
We can neither live nor pity nor forgive,
If you make a slip in handling us you die!
We are greater than the Peoples or the Kings—

Be humble, as you crawl beneath our rods!
Our touch can alter all created things,
We are everything on earth—except the Gods!

Though our smoke may hide the Heavens
from your eyes

It will vanish and the stars will shine
again,
Because, for all our power and weight and
size,
We are nothing more than children of
your brain!

Science and technology have truly provided the means by which we may emancipate mankind from disease, poverty, drudgery, and insecurity. If we do not use these means wisely the generations to come will pass sentence upon us as a people who permitted our own scientific progress to destroy our social progress.

All of this leads us to a clear understanding of the need for more rapid progress in the field of social sciences. At best it

will take social science a great many years to catch up with natural science. We need not less of the latter but more of the former. In other words the only hope for humanity is education. This education must be a kind that exalts the child above knowledge. Spiritual things must be placed above material things. Men must be regarded as more important than things. The school, the home, the church, and the state are the really important institutions of society that must take precedence over all others.

In times of great economic depression all of these institutions must fight for their very existence. During the present school year more than one million American children have been denied schooling. The doors of some schools have been closed in every state in the union except three. Our own beloved state is one of the fortunate three. But even in Indiana there are certain special and selfish interests that exalt money above human life. They would willingly take educational privileges from helpless childhood. They do not care what the disparagement is between our scientific and social progress so long as profit making can be made secure. Many of them are too short-sighted to see that the neglected child of today will become the menace of society tomorrow.

In view of the foregoing situation it is very fitting that parents and teachers should meet for the purpose of discussing their common problems. There is need for closer unity of the school and home than ever before. Your activities during the next few years will have a far-reaching effect upon education in Indiana.

In behalf of the Indiana State Teachers College it affords me great pleasure to welcome you to our institution and to put at your disposal every facility we possess. May your meetings be pleasant and profitable.

COOPERATIVE PROGRAM OF TEACHER TRAINING INSTITUTIONS AND THE INDIANA CONGRESS OF PARENTS AND TEACHERS

MRS. R. A. ACHER

State Historian of the Indiana Congress of Parents and Teachers

Probably no institutions in our social structure have suffered so much as a result of the depression as have the home and the school. We have been brought face to face with the fact that if civilization is to be saved it must be done mainly by improving the efficiency of these two institutions. Yet the homes and schools have been the first to suffer. The shrinking of the family purse along with the income for the support of the public schools have played havoc with our educational program. Kindergartens have been abolished, libraries closed, school terms shortened, and many of the so-called frills of education, really very fundamental, have been eliminated from the course of study. Teachers' salaries have been reduced, equipment necessary to good school work has been withheld, and retrenchment has been practiced with a vengeance all along the line. It is obvious that if the schools are to be saved from further inroads in the name of economy, parents and teachers must come to the rescue. The schools cannot cope effectively with this situation unless the home and the school come into a much closer harmony and cooperation than they have in the past. This becomes clearer every day. It is not enough for the teacher to receive the child at the door of the school and deal with him for five or six hours of the day without a clear comprehension of what the child brings from the home in the way of physical health, habits, attitudes, prejudices, ideals, and moral standards. The school cannot perform its full function to the child and society by being concerned mainly with subject matter as outlined in the course of study.

To meet these new responsibilities teachers must be given a new vision of their function and this must be done by the teacher training institutions.

It is fitting, therefore, that a conference on teacher education such as this should

give some time and attention to a consideration of the contribution which the parent teacher movement can make in teacher education. In educating teachers for this larger work there are at least four objectives which should be striven for.

(1) There should be a strong, well-organized parent-teacher association in connection with the training school of every teacher training institution. The prospective teacher should become thoroughly acquainted with this organization and learn the technique of leadership in this field. As an object lesson, an effective parent-teacher association is worth much more than abstract lectures on the subject.

(2) The National Congress of Parents and Teachers publishes a large amount of literature covering every phase of parent-teacher work. This material should be in the libraries of the teacher training institutions so that the prospective teacher may avail himself of its use. The official publications of the State Congress should also be included. The librarian of the Indiana State Teachers College has secured many of the publications and has prepared a bibliography of the same.

(3) The Indiana Congress of Parents and Teachers should be included as a part of the educational conferences in teacher training institutions as they have in this conference today.

(4) Courses in school administration of the teacher training institutions should include one or two lectures each term on the Congress of Parents and Teachers and its work, the parent-teacher movement and the various ways it may be used to contribute to the greater efficiency of the schools.

It should be brought to the attention of school people everywhere in Indiana that the hundreds of parent-teacher associations all over the state with a membership numbering more than thirty-five thousand can be made a powerful ally of education.

In the last legislature the parent-teacher organizations wielded a powerful influence in behalf of the bills favoring the schools and were undoubtedly instrumental in helping enact into law much of the forward looking legislation passed by that body. This coming year the legislature will be hard pressed in the name of economy to further restrict educational expenditures. If teachers will use the powerful influence of the parent-teacher associations of the state in behalf of good school legislation, they need not fear that any legislation will

be passed which would be detrimental to the best interests of the public schools of the state.

If these two allies in the education of the child, the home and the school, would join hands and cooperate fully in their avowed objective, there is nothing for the welfare of the child that they could not accomplish. It is to be hoped from conferences, such as this, there will spring a new vision of parent-teacher work that will secure results that all true friends of education fondly hope and pray for.

INDIANA CONGRESS OF PARENTS AND TEACHERS

MRS. M. W. BLAIR

First Vice-President, Indiana Congress of Parents and Teachers

It is well that those whose interests and objectives lie in the same field shall develop a clearer understanding of each other, a closer cooperation of effort, respect for each other's achievements, and tolerance for each other's short comings. Hence it is my privilege and pleasure to greet your body in the name of that other body which I represent—the Indiana Congress of Parents and Teachers—and in the name of its president, Mrs. W. J. Hockett, whose official obligations prevent her participation in the deliberations of this conference.

It is not the purpose of this brief discussion to present the Indiana Congress of Parents and Teachers to you in a formal, academic manner, but rather to present it as a breathing, moving force in the field of education, recognizing the challenge of the present crisis in education and being prepared to play no small part in meeting the emergency.

Numerically strong, reaching into every corner of the state, combining for strength into city and county council and district organizations, the Congress, through its five departments, twenty-seven standing committees, and ten committees-at-large, is carrying forward a comprehensive program of child welfare.

Through the medium of a monthly bulletin, *The Indiana Parent-Teacher*, the

Congress cooperates with the Indiana State Medical Association and the Indiana State Tuberculosis Association in promoting health education. Through a definite health project known as The Summer Round-Up of the Children parent-teacher associations aim to detect and correct defects before the child enters school, thus increasing his efficiency and reducing the cost of his education due to absences and repeats.

Through this same medium educators throughout the state are given an opportunity to present information vital to the state's program of education. This information is used by parent-teacher associations in their efforts to prevent further curtailment of public school services in their local communities.

As stated, the work of the Congress is divided into five departments, each directed by one of the seven vice-presidents. The first and second vice-presidents are designated aides to the president and perform such duties as are assigned them. In addition each acts as chairman of a standing committee. The first vice-president serves as chairman of the committee on standards of excellence. The second vice-president is chairman of the legislative committee. During the last year this committee, together with the state president, represented the Indiana Congress in the several meetings of Indiana's Joint Educational Conference.

The committee studies all proposed legislation affecting children and the schools and recommends what action the Congress as a whole and the local Congress units shall take.

The department of extension, directed by the third vice-president, covers the standing committees on membership, rural service, standard and superior associations, city councils, county councils, and program service. The department of public welfare, directed by the fourth vice-president, includes committees on citizenship, juvenile protection, legislation, library extension and reading, motion pictures, safety. The department of education, directed by the fifth vice-president, includes art and visual education, humane education, music, recreation and physical education, school attendance, school education, and study of the use and effects of alcohol and narcotics. The department of home service, directed by the sixth vice-president, includes committees on home making and character education. The department of health, directed by the seventh vice-president, includes committees on child hygiene, mental hygiene, social hygiene and The Summer Round-up of the Children.

Thus we have in the state Congress the set-up for creating an interesting and stimulating activity in the varied aspects of education. No better way is offered, however, of ascertaining how much interest and activity has been aroused than through the reports made by the local parent-teacher associations to their annual district conferences. Thirteen of these conferences have just been held in Indiana and a visit to one will give a cross-section of the activities of the whole.

Terre Haute is a part of the Fifth District (old Congressional) which held its conference on April 7 at Newport, Vermillion County. Somewhere in the neighborhood of one hundred delegates, together with district, state, and national officers were present. The reports given that day covered a great variety of activities. Some showed how children had been kept in school through providing hot noon lunches, through

providing clothing, and through aid in the way of carfare and the collection and sale of used textbooks. There was evidence of great activity in the promulgation of group study, based on the training of the pre-school child, on the problems of adolescence, on the problem of school financing. Reports showed that some associations were sponsoring boy or girl scout troupes, school boy safety patrols, bands, orchestras, choruses of mothers, and also choruses of fathers. Some were working to extend library service; others were working to introduce a course in commerce into the high school curriculum. Some reports showed the cultivation of hobbies for leisure time and the provision of playground equipment and supervision. There were reports showing special movies for children and work with exhibitors on programs for the whole family. The use of radio in extending adult education, financial support of the Riley Hospital for Crippled Children and financial support of the tuberculosis society were listed. In fact there is everywhere a conscious effort to put into effect the pledge of our National Congress of Parents and Teachers, made in its 1932 convention which is:

"The National Congress of Parents and Teachers recognizes its obligation to safeguard youth through the crisis created by an economic stringency; it pledges continued effort to sustain whatever has been gained in material advantages for the childhood of America and dedicates itself anew to the advancement of those in tangibles which bring to childhood and youth an appreciation of true life values which are not in any wise dependent upon the financial conditions of the nation.

"Realizing that the public school is the ideal instrument for the development of an enlightened citizenship, we pledge our hearty support to the maintenance of public schools at a standard consistent with the efficient training of youth, urging strict economy in administration in order that terms of school need not be shortened and that the entire program of physical, mental, vocational, and character training may be maintained. We reaffirm our devotion to

the ideals of the Congress as set forth in its bylaws and in the sevenfold program of home and school and accept once more the challenge to translate into a program of activity the provisions of the Children's Charter to the end that every child shall have equal opportunity to develop a wholesome and happy adjustment to society. We pledge ourselves to a study of economic problems that we may attain the understanding which will enable us to assist in their intelligent solution."

To meet the need of its members for more complete information about schools so that they may do their part in carrying out this resolution, the National Congress is publishing in May a little volume entitled *Our Public Schools*. This book will give such an understanding of school plans and policies as any layman should have if he is to take his part in shaping the educational policy of the community. The National Congress has also prepared a study outline, *A Modern Program of Financing Public Schools*, based upon the report of the National Conference on the Financing of Education, held in

New York, July 31-August 11, 1933. As a branch of the National Congress our Indiana Congress will stress the study of both these current publications

No attempt has been made to enumerate all the activities of the state Congress nor to give in detail how any project is carried on. Suffice it to say that each year finds the Congress stronger in numbers, in a better informed membership and an ever-increasing number of trained leaders. Each year it adjusts its program to meet present needs and sets for itself new goals, always, however, in keeping with the objectives of the organization, which are:

First, to promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

Second, to bring into closer relationship the home and the school so that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

THE FUNCTION OF THE CONGRESS OF PARENTS AND TEACHERS

H. E. MOORE

Superintendent of Schools, Vigo County, Indiana

There has been much discussion during the troublesome period through which we hope we have passed, or at least are passing, about assets and liabilities. Sometimes we have confused these terms in their application, especially to education, where we have tried to increase our assets by a process of subtraction. One of the great losses in educational assets in many communities has been the loss of or the neglect to create good will toward the schools. Business regards good will as its most important asset, and this should be equally true of the schools, which, like business, must depend upon public support. Businesses that have enjoyed public friendship have survived this period of depression much better than their neighbors who have neglected

this most important asset. In a similar manner the schools which have enjoyed a splendid community good will have suffered less than adjoining corporations that have failed to so build. Most of the problems in connection with the general retrenchment program have developed because we have failed to create the proper comprehension of the importance of keeping the educational program in full swing. We have been content to allow the notion to develop that education belongs in the luxury class and we have not constantly insisted that a comprehensive educational program belongs in the classification with the necessities of life.

Just how is the suggested topic for my talk related to this problem? I believe I have in perhaps a roundabout way sug-

gested the really important function of a parent and teacher association, and frankly I do not see much difference in its function in a rural or in an urban community. Although the details of functioning may be somewhat different, I believe we are concerned with the larger function of the group, and it is with this phase that I will briefly deal.

A parent-teacher organization within a given school can be justified only from the standpoint of improving the school and community in which it is organized and this it does without doubt. It is an established policy of the parent-teacher organization that its function is as a co-agency and not one directly concerned with the administration of a school. If this is true, then, it must function in a manner that it is an auxiliary to the general school program. I have already suggested that probably the greatest school problem that we have is developing community good will, and herein lies, I believe, the opportunity of parent-teacher organizations. This phase of parents' and teachers' work dwarfs, in my estimation, the rest of the program; in fact, the many other activities are means to this larger end. The hot lunch, social affairs, equipment provided (that probably ought to be furnished by our corporations), helping the underprivileged children within the school, the health round-up, and many others, while desirable within themselves, really should point back to the problem of developing a community-consciousness toward education, since if this is done all the other desirable services mentioned will likely come.

Some outstanding athletic coach has said that a good offense is the best defense that a team can have—this has a perfect application to this problem that we have in hand. An excellently organized program to develop community spirit; an understanding of the educational policies of the schools; the understanding of the mutual problems of parents and teachers; and understanding of how the schools are financed and for what the money is spent; a recognition on the part of teachers and school administrators that the schools belong to the

public and that there will develop either a favorable or an unfavorable community attitude; an appreciation on the part of the public that teachers and administrators are wholesomely interested in their work; a recognition that reasonable pay is justifiable, this being their manner of making a living—these are samples of the fields where understanding is needed and where the Congress of Parents and Teachers can really function in developing the good will so necessary to a successful school system. In no phase in this program is there room for selfishness, narrow-mindedness, bickering, or jealousy. Through the splendid example of a wide-awake, functioning organization of parents and teachers should grow a community whose ideals are similar. A community so organized will always have the defense of its schools functioning because it is constantly on the offense. It will not be the one which faces a drastically curtailed school program, unpaid and poorly paid teachers, shortened school terms, and other marks of our failure to "sell," if I may use this overworked term, the program to the public. Such a community will be one which is ready to defend the gains in education, for example, the broader tax base in Indiana, which is even now being seriously threatened.

"How can such a program be developed?" is the question. I think we can (at least at the outset) answer this question negatively—it cannot be done by simple meeting once a month, going through a series of committee reports, having a half hour of entertainment prepared by Miss Smith's room, much of which is of doubtful educational value because Miss Smith feels that her entertainment must be a "finished product" so that it will compare favorably with Miss Jones's room, thus losing the splendid opportunity to acquaint the group with what she is actually trying to do in the way of instruction. Further, it doesn't just mean a series of speakers, no matter how interesting or instructive they may be.

I believe it does mean a community educational program in which the people will participate. By this I do not mean participation in the regular meetings necessar-

ily, but through a program designed to reach as nearly all of the people as possible. When we say "all of the people," we of course have set for ourselves a tremendous goal; with twenty-six million children enrolled in our schools and about one and a half million parents on parent-teacher organization rolls the problem is apparent. Perhaps before we try to make parent-teacher organizations function in some communities we need to set up community education courses that will reach the people. I am convinced of this after watching the functioning in some of the successful adult education work through the Federal Emergency Education program. In other words, some of the communities are actually not ready for the cooperative effort and outlook that a parent-teacher organization involves, and in many cases communities do not have the leadership necessary to ascertain success. If we reach our communities where parents and teachers work is only partially functioning or not at all, probably our greatest need is a community educational program for parents and teachers, and especially for leaders. I should say both groups, that is parents and teachers, need this education since in many instances we as teachers are woefully weak in our understanding of community problems.

We who are teachers must recognize our helplessness without the parents, and the parents should realize the service that teachers have to offer them; out of this mutual understanding should come a parents' and teachers' bloc (composed chiefly of parents) more powerful than that of the veterans, the public utilities, the township trustees, the teachers' federation, superintendents' association, of other groups working for their own as well as other interests. It is probably rather unpatriotic to suggest another bloc, but this group, because of an unselfish and unbiased outlook, can stand foursquare for the welfare of the children. When this group, through proper channels, asserts itself, and not until this is done, will we get the hearing for education that its worth demands. Here is where the Congress of Parents and Teachers in the rural, or any other community, can function. Here, in my opinion, lies its greatest opportunity for service. It demands an enlightened leader and followership that certainly can come only through education and the complete cooperation of all concerned if the business of education is to reach a new par on the public exchange. This new par will come only through the establishment of a permanent community good will, and herein may I repeat, is the real contribution that a Congress of Parents and Teachers can make.

SCHOOL ECONOMY—WISE AND OTHERWISE

GEORGE C. CARROLL

Superintendent of Schools, Terre Haute, Indiana

In presenting this topic I am using the information which was secured in order to ascertain how a number of the school systems of the United States have adjusted school budgets to reduce revenues. The facts presented were collected through printed questionnaires that were received from 193 school systems throughout the United States. Twenty-three states were represented, fifteen county school systems were included in the report, fourteen small districts having fewer than one thousand children enrolled filled out this questionnaire, while on the other hand the large cities of Chicago, Seattle, Philadelphia, Pittsburgh, Cleveland, Boston, and Cincinnati were a part of this study. The size of the districts reporting has been measured by the total school enrollment rather than the population. The average school enrollment of the districts was 15,828, the range was from 450 pupils to 547,057 pupils. Dominantly, data has been collected from districts under fifteen thousand with 137 school systems coming within this limit.

Much of the credit for the facts that have been collected is due to Dr. J. Freeman Guy, associate superintendent of the Pittsburgh public schools, and to Dr. Frank M. Gatto, assistant director of research of the Pittsburgh public schools.

The information blank was divided into two major units—revenues and expenditures. Under the general division of revenues we have sought to secure data on the two problems:

1. How much have your revenues been reduced?

2. How much has your collection of taxes fallen off?

Under the major unit of expenditures there were twenty-seven items but I shall report only on those that are of general interest.

In presenting this topic no attempt is made to draw final conclusions of practices in the United States, but rather to point out what appears to be the trends with the

suggestion that additional study should be made in certain areas.

HOW MUCH HAVE YOUR REVENUES BEEN REDUCED SINCE 1926?

This item has been reported in two ways by those who answered the questionnaire, first, percentage, and second, actual amounts. The actual amounts are not so significant because I do not have the information concerning the total budget.

The majority of the districts reported reduction in per cent. The mean per cent of reduction for 107 districts is 25.2 per cent. The range varies from 1.8 per cent to 55 per cent. Sixty of the 107 districts have indicated a reduction of twenty-five per cent or greater. In other words, more than one-half of the schools reporting have had their revenues curtailed by more than one-fourth.

Despite all this, seventeen schools reported increases in revenues. These were cities with rapidly growing populations, some of them suburban to large centers of population. Ten districts reported percentage increases ranging from 6 per cent to 101 per cent, with an average of 32.9 per cent. Three districts reported increases in amounts. Fourteen districts stated that there had been increases but gave no amounts or averages.

It would be interesting to note, had we the data, how much of the increase from 1926 to 1932 was accumulated up to the school year 1929-30, and then how much the budget was reduced for 1931-1932. Other studies have implied that school revenues did not materially lessen until 1931.

Concurrent with this the total public school expenditures increased up to 1930. In 1931 the decline began and gathered momentum through 1932, 1933, until for 1934 the total expenditures have declined to the 1924 level, a loss of nine years.¹ Capital outlay has declined (1934) to

¹Research Bulletin of the National Education Association, November, 1933, p. 98.

the 1913 level, a loss of twenty years.²

HOW MUCH HAS YOUR COLLECTION OF TAXES DECREASED?

It was found that in 1926 the mean taxes collected in 150 school systems was 93.7 per cent of the money that was listed for payment. The range of taxes collected in 1926 was from seventy-five per cent to one hundred per cent. It is rather interesting to note that twenty-two districts in 1926 collected one hundred per cent of their taxes; seventy-five districts collected between ninety-five per cent and ninety-nine per cent of their taxes; thirty-two districts received between ninety per cent and ninety-four per cent of the taxes due. In short, 129 out of 150 school systems received ninety per cent or more of their taxes in 1926.

The showing for 1932 is not encouraging, for the mean per cent of collection had dropped from 93.7 per cent to 81.8 per cent. The range had become wider because it spread downward. Whereas, the range was from seventy-five per cent to one hundred per cent in 1929 it was from twenty-five per cent to one hundred per cent in 1932.

In 1932 only fourteen districts collected one hundred per cent of their taxes as against twenty-two schools systems in 1926. In 1932 eleven districts collected from ninety-five per cent to ninety-nine per cent of their taxes as against seventy-five school systems in 1926. In 1932 twenty-three school systems received ninety per cent to ninety-four per cent of their taxes as compared with thirty-two districts in 1926. It appears from the information reported that a ninety per cent collection of taxes was considered to be very satisfactory. In 1926, 129 districts reported this standard, but in 1932 only forty-eight schools were able to report a ninety per cent collection.

While one does not claim that the results of this study could be taken as a criterion for the country as a whole, yet it is clear from the evidence presented that tax delinquency is quite universal. One rural district reported only a twenty-

five per cent tax collection for 1932. One large city in Ohio has stated that only thirty-eight per cent of its tax money was received. There has been much said in recent years concerning the taxpayers strike. In some cases this has actually occurred. On the other hand, school people must not forget that some people have been unable to pay taxes.

It is very commonplace to say that the present situation in the schools is due to a major collapse of the taxation system plus an insane indiscriminate demand for the reduction of governmental expenditures irrespective of the quality of service rendered.

The property tax continues to be the basis of school revenues in most districts of the United States. The real estate owner is without doubt overburdened. How is he to be relieved? The best present practice would indicate several suggestions.

Without doubt we must have greater state support for schools. New York furnishes approximately one-third of the money needed for public schools from its state treasury. In Indiana in addition to the state aid, which is provided for the impoverished districts, the state is distributing between five hundred and seventy-five dollars and six hundred dollars per teaching unit to local school systems. State support must come from other than real estate taxes. The state with its superior sovereignty can levy such taxes as the income tax, the sales tax, the gross income tax, the tax on intangibles, and the liquor tax. There are many who believe that when such taxes are assessed that they ought to be earmarked for public school education.

On the other hand, the taxpayer may be relieved through a more efficient organization of local schools. There is a possibility that state insurance on school buildings might result in considerable savings. The state, too, might exercise some control in the construction of schools and thereby eliminate waste in public expenditures. Larger units of the administration, too, would aid in relieving the taxpayer of some unnecessary expenditures. Finally, in each state there should be provided by legislation proper

²*Research Bulletin of the National Education Association*, November, 1933, p. 98.

protection of school funds in depository banks.

School people quite generally argue that the antiquated tax administration machinery should be rehabilitated. This might make it possible to collect more money than we now receive. Faulty assessments or inequality in assessments should be remedied. It is probable that taxes might be paid in monthly installments and thereby improve the collection as well as aid the taxpayer. In this period of emergency the school breakdown might not have been so pronounced had school boards had the authority to borrow against their share of the delinquent taxes.

EXPENDITURES

In making a survey of the field of public school expenditures it is interesting to note that the mean number of administrative officers in 164 school systems was reduced 2.4 per cent. The range varied from zero to eighty. One hundred and twenty-three districts reported no change in the number of administrative officers. The largest change appeared to have been in Chicago where eighty administrative officers were eliminated, and in Raleigh County, West Virginia, where the administrative staff was reduced by thirty.

Since seventy-five per cent of the schools indicate no reduction of administrative officers one is led to believe that there has been no wholesale tendency toward the elimination of administrative officers.

The mean percentage of reduction in salary costs for administrators was 20.7 per cent. The range is from 2.2 per cent to 66.7 per cent. It is significant that three districts lowered the salary costs for administrative officers more than sixty per cent; five districts lowered this cost more than fifty per cent; sixty-four schools reduced their administrative costs between ten and thirty per cent.

In the field of supervision seventy-five school systems reported a decrease in the number of supervisors since 1926. The mean number of supervisors reduced was 4.98 per cent. The range was from one to sixty-two. The result clearly shows that supervision by special supervisors has been significantly curtailed.

The mean per cent of the reduction of the cost of supervision has been thirty-five. The range is from seven per cent to one hundred per cent. Ten districts have completely eliminated their supervisors as such. Twenty-seven districts have reduced their supervision costs fifty per cent or more. While on the other hand, sixty schools have reduced their supervision less than one-third.

It is quite evident that the elimination of supervision has been one of the methods by which school costs have been reduced.

The service of education has certainly been crippled by the elimination of superior supervisors. The need for expert supervision is greater now than ever before. With the increased teaching load we are confronted with the problem of developing new techniques of teaching these larger groups. The most valuable medium for getting these methods into successful classroom operation is by efficient supervision, according to Circular No. 114 of the U. S. Office of Education.

"The value of proper supervision in both rural and city school systems has been clearly shown by a series of investigations. Good supervision will do more than merely increase the scores of children on standard achievement tests. It should develop the teaching corps into a group of professional workers who attack their problems scientifically. It should eliminate waste of time and money due to the failure of pupils to progress steadily through the school system."³

School systems that have brought about financial retrenchment through the elimination of capable supervisors have sacrificed the efficiency of their school systems.

The number of teachers employed has been reduced considerably since 1926. The mean or average number of teachers eliminated has been 61.4 per cent. The range is from 1 to 1242.

On the whole, however, the number of teachers, principals, and supervisors had declined in 1934 to the 1927 level, a loss of six years; while the average salaries of teachers, principals, and supervisors had

³Research Bulletin of the National Education Association, September, 1933, p. 75.

declined in 1934 to the 1921 level, a loss of twelve years.⁴

During the period of 1926-1932 the teaching load for all types of schools increased from 31.5 to 33.3, a gain of 1.8 pupil per teacher. The range in 1926 was from eighteen to fifty-six; in 1932 it was from eighteen to sixty.

In the elementary schools the average number of pupils per teacher increased from 33.7 to 35. While an increase of 1.3 pupil per teacher at first glance does not look significant, but when spread over the total number of elementary teachers in the United States in 1930, it would mean the elimination of 22,655 teachers from the service. This information corresponds with the findings of the N.E.A. Research Division in which it was stated that in 1934 18,600 fewer teachers were employed than in 1931.

The teaching load for junior high schools increased from 26.96 in 1926 to 29.53 in 1932, or a gain of 2.57. The range in 1926 was from twenty-one to thirty-two. In 1932 it was from twenty-four to thirty-six. The spread was about the same, but the low points and the high points have moved up indicating that the teaching load in the junior high schools had been increased both at the lower levels and the upper levels.

Of the 166 schools that reported data for high school departments the mean teaching load in 1926 was 24.6. The mean for 1932 was twenty-nine, an increase of 4.4 pupils per teacher.

The increase of 4.4 pupils per teacher when spread over the entire high school population of 1930 would mean that 27,300 teachers would be placed in the ranks of the unemployed. The Joint Commission on the Emergency in Education estimates forty-thousand fewer teachers in the United States in 1934; eighteen thousand in cities and twenty-two thousand in rural school districts.⁵

The total school enrollment for 1926 and 1932 was reported by 171 schools. The

mean school enrollment in 1926 was 15,828. In 1932 the mean had increased to 22,782.

According to the N.E.A., the total enrollment from 1926 to 1934 had increased 7.3 per cent; the high school enrollment forty-six per cent. This increase has been constant from year to year. The marked gain is in the high school department which is the most expensive sector. School authorities in every instance have been compelled to provide for increased enrollment with decreased revenue.

The total cost per pupil decreased very markedly between 1926 and 1932. The mean reduction was 23.3 per cent. The mode of percentage reduction falls between twenty and thirty-five.

The cost per child enrolled in 1934 had declined to the 1922 level, a loss of eleven years.

The five outstanding methods of reducing school costs were as follows: teachers' salaries, increased teaching load, decreased supplies and textbooks, elimination of teachers, and reduced operating costs.

The curriculum services in the majority of school systems have been curtailed. Two hundred and eighty-four different types of curtailment were reported. In this program the kindergarten suffered most, physical education next, and the following subjects were curtailed or eliminated more than any others, excepting kindergartens and physical education, art, home economics, manual training, school publication, vocal music, dental clinics, visual aid.

One of the encouraging conclusions of this study was that educational opportunities have more frequently been restricted rather than completely eliminated from school systems. While some districts have abandoned curriculum services in health, art, music, home economics, etc., yet most of the schools have held to a policy of curtailment or retrenchment rather than elimination. Elimination apparently has come only as a last resort.

These findings agree in the main with those of the United State Office of Education which has indicated that the curriculum services cut most deeply were kindergarten, music, art, physical education, in-

⁴Research Bulletin of the National Education Association, November, 1933, p. 98.

⁵Research Bulletin of the National Education Association, November, 1933, p. 96.

dustrial arts, home-making, and the mentally handicapped.

The study did not deal with the elimination of extension services. The office of education has reported that the greatest amount of elimination and curtailment has come in the field of adult classes, summer schools, Americanization, work and playground activities.

Since 1930 school budgets in so many cases have been drastically curtailed and this has been reflected in corresponding adjustment to meet reduced revenues. Some of the economies that have been

effected have perhaps been the outgrowth of a more efficient organization and administration of school districts. Many others, however, particularly in the field of supervision and curriculum services, have been brought about at the expense of the children in the public schools. These have beyond doubt sacrificed the efficiency of many school organizations. It is to be hoped that as school programs can again be expanded that the unwise economies will be abandoned in order that schools may meet more adequately the needs of the coming generation.

FRIDAY EVENING PROGRAM

Physical Education Building

(The program for the Induction of President Ralph N. Tirey and Vice-President George C. Cole, which was the Friday evening program of the Conference, has been printed in the *Indiana State Teachers Bulletin*, Vol. XXVII, No. 4.)

SATURDAY MORNING PROGRAM

College Hall

RALPH N. TIREY, *President, Indiana State Teachers College, Presiding*

ANALYZING PROGRESS IN EDUCATION

BESS GOODYKOONTZ

Assistant United States Commissioner of Education

In a good many ways the last few years seem to be particularly difficult ones in which to try to find evidences of progress. During these years all objective means of comparison or analysis seem to show backward rather than forward steps. We find that fourteen thousand fewer teachers were employed in one year than in previous years, and that during this last year it was estimated by state superintendents and commissioners of education that some two hundred thousand teachers were unemployed. Though we have been trying hard for many years to lengthen the school term to a reasonable number of days for each child and have not yet arrived at a school year comparable with that of European countries, these past few years have seen a marked decrease in the length of the school term for many children. Budgets have been generally reduced an average

of eight to ten per cent, with as much as forty or more per cent in some hard-pressed school districts. In one year the capital outlay decreased forty per cent, at a time when a quarter of a million children were attending school part time or in portables. More than two hundred thousand teachers, it is estimated, will receive less than \$750 as the total during this year—that is, a fourth of our teachers will receive less than the minimum code wage for unskilled labor under the NRA. Budget reductions have necessitated tremendous cuts in offerings and in the services generally expected of the school, many of which are particularly necessary in times of depression.

All of these things seem to result in an accumulation of misfortune from which it is hard to deduce any elements of progress. But in spite of all these things, progress has gone on in the last few years within

the classrooms. Hard pressed by lack of materials, by larger classes, by less assistance, and by less remuneration for their services, teachers have continued their onward march toward improved classroom techniques. In order to analyze steps in progress that are evident even in these years in the classroom, I shall list what seem to me to be four remarkably progressive trends in present-day classroom technique.

In the first place, remarkable progress has been made for the last decade and has maintained its rate in the last few years in that the subjects studied and the activities carried on are actually worth doing. All of who have taught for some years can check back through our memories to a good many methods of teaching and to a good deal of subject matter which were not actually worth the doing or worth the time spent. We have outgrown a good many methods; we are less rapid in our discarding of outgrown subject matter. The child in the fifth grade who was being reprimanded for not having learned the states and capitals expressed a good educational principle when he replied, "I can't name the states and capitals, but I can name all the radio stations, the letters that stand for them, and the cities in which they are located." That may not seem to some teachers to be a fair exchange, but it does illustrate the point that as rapidly as possible schools are discarding subject matter which no longer serves a defensible purpose, and are supplanting it with things to do that are actually worth the doing.

In the second place, the real values are recognized by pupils and teachers as the purpose of the classroom activities. We are accustomed to speaking of primary motivation. By primary motivation we mean making the value of the activity itself supply the purpose and the pressure for getting the job done. By secondary motivation we mean bringing in outside pressure to get a job done. Examples of these outside pressures are gold stars for perfect work, grades, and various kinds of punishments and rewards.

A visitor to a school would see a good

many kinds of secondary motivation being used straight through from the kindergarten to the last year of high school. I saw a rather common example of secondary motivation in a fine elementary school not long ago. In the elementary school library, which was beautifully equipped, the children were permitted to come several times a week to get acquainted with the new books and to read them at their pleasure, but on the blackboard was a notation to this effect: Those who read one book a month will get a grade of D; those who read two books will get a grade of C; those who read three books will get a grade of B; those who read four or more will receive A. In other words, in a field which very evidently has sufficient primary motivation to get worth while activities done through their own values, the teacher in charge was stooping to secondary motivation. The books on those shelves were good enough to carry their own weight. No reward or punishment was necessary.

Not all of the things that must be done in school have such evident possibilities of primary motivation as has the reading of good books, but I believe that remarkable progress has been made in the public schools in the last few years in boring through the outer shells of academic subject matter straight through to the kernels of worth and in using the real worth of the activity as the reason for the doing.

A third progressive step is that pupils are being given more opportunity to help in mapping out the next work to be done. There are some people in this world who must always be told what to do, how to do it, what tools to use, when to start and stop, whether they have done the work correctly. There are others who are always the tellers; they plan the work and tell others how to do it. In between is a long range of varying abilities in analyzing and solving hard problems. It is just as important that schools teach pupils how to analyze and solve their own problems as to teach them the answers to questions. If we always hand out the work to be done we are assuming that all of the pupils in the class belong at the bottom end of the scale, that

they will always be told what to do. It is our job to make them as independent as possible in analyzing the next steps to be taken in any unit of work and to show them how to plan the next assignments.

Those of us who have had younger brothers or sisters in school will remember our consternation when they came home with problems to do and said to us, "Now, I am not asking you to work these for me; all I want you to tell me is, Do I add or do I subtract?" This is evidence enough that the next steps in the work to be done had not been a matter of cooperative planning, but had, on the other hand, been merely assigned jobs. Progress has been made by classroom teachers in the last few years in finding ways of following pupils in elementary schools and even in colleges to help in charting out the next important work.

Still another point of progress is that classroom teachers have actually made provisions for the wide range of individual differences within a group. Academically we have recognized these differences for a long time, and we speak glibly about "provi-

sions for individual differences." The last few years, however, have made it absolutely necessary, because of increased enrollments in all the schools, for teachers to work out practical ways of providing for as nearly individual work as possible. Even the types of assignments bear evidence to this effect. There are triple assignments, contracts, three-level assignments, unit assignments, job sheets—all of these bearing testimony to the fact that large units of work with varying activities involved have been developed by classroom teachers with a view to doing two things: first, providing for individual rates of working, and second, for individual capacities and interests in types of subject matter and things to be done. In this way we have provided against the embarrassing situation of assuming that all pupils are ready for the same thing at a given time.

These are, of course, only a few of the definable progressive steps which have been taken, or continued, during the last few years. They speak well for the spirit and efficiency of the teachers and other officials of our schools.

PART II—DEPARTMENTAL SESSIONS

FRIDAY AFTERNOON PROGRAMS

ART

Main Building—Room C-36

JUNE REYNERSON, *Head of Art Department, Indiana State Teachers College, Presiding*

CREATIVE ART IN AN EDUCATION PROGRAM

MILDRED MAE OSGOOD

Instructor of Art, Burris School, Ball State Teachers College

Art educators must take the initiative in making creative art an integral part of our public school program. They vision not only the great need of creative art in this industrial age but see the untold possibilities for the arts in an age in which every one has leisure time. The lay public and the children of the average public school have had so little experience with creative art that they cannot sense children's innate possibilities. Our parents and grandparents so frequently longed in vain for the time when they might actuate some of their cherished plans but so often leisure came only with old age! The average person cannot suddenly change his life program. If one has no opportunity for avocation and hobbies in youth, he will not know how to use his leisure time when he does have it. Childhood is the time to encourage the child to develop his creative abilities.

We have all heard about people feeling badly about the machine taking over so many jobs formerly done by manual labor. There is reason for sadness if the machine replaces some handicraft that did bring real joy to the creator, but certainly we cannot wish for people to live lives of drudgery when a machine can do the job quickly and efficiently.

There will always be some people who cannot do much thinking for themselves. Naturally, routine jobs are all that they can handle. But what amazes me in my experience with children is not how little ability the average child has, but rather

the high level of attainment possible to the average child when the creative spirit really functions. The creative spirit does not respond to disciplinary coercion, but the real life problems of his daily living may stimulate him to develop ideas that require hours of serious effort. We are more likely to underestimate than overestimate the quality of work to expect a child of a given age.

The machine, although it is responsible for a great many evils, makes it possible for a great future to challenge us as man becomes master of the machine. Let the machine do the drudgery, let human beings develop the arts which are a vital part of living.

The public school has now a double problem instead of a single problem. The aim must be to teach the child not only how to make a living but how to live as well. With the prospect of much leisure for even the average man, the future holds a decided challenge for those sponsoring the arts.

Sometimes we envy Europeans because of fine traditions (and no one would wish to belittle their importance) yet there are traditions that have become a decided handicap. Professor Cizek says that America is fortunate in not having many traditions to follow in the teaching of art. He said: "America is a young nation not weighted down by artistic conventions. You have many children in America that can be kept from bad art. Think what a great thing it

will be for the world if American children can be lead in the right direction! If all the children are taught to develop properly, it will bring a new era to American art."

Before we can keep our children from bad art, we must have some ideas about good art. We must have trained artist teachers who have had contact with the great art of the ages, who can discriminate between sincere and insincere contemporary art and teachers who have had some personal experiences with creative art.

We need a much broader view of the arts than that held by many educators even today. Art must no longer be considered just drawing and painting, but if art is to function as a part of our living it must tie up with industry to a greater extent than hitherto. Ceramics, architecture, designing of textiles, landscape gardening, weaving, etc., should stimulate the creative spirit just as surely as painting and sculpture. Norman Bell Geddes says that he is anticipating the time when art will function so effectively in our living that our esthetic nature will find its expression and satisfaction in the creating of an artistic environment. For example, instead of painting pictures (which is often an attempt to escape from the realities of life) the artist will find the problem of designing, building, and furnishing a home the opportunity of expressing his own particular artistic personality.

A broad view of the arts is especially important to art educators who will help to form the policy our public schools will hold in the next decade or so. Any artist teachers who have sincerely observed the art interests of small children know that art must mean more than drawing and painting if you wish to stimulate creative expression in our public school children. I do not mean that most little children do not like to draw and paint, because nearly every child does, but if pictorial art alone is stressed and no opportunity is given for the applied arts you cannot expect to keep the majority of your children interested in art. There are a few in each group who have a keen interest in the fine arts in its

restricted sense but the majority of children want to create in a more practical way. Let us not make the mistake of thinking a child is not creative because he does not care to paint pictures, for the same child may create beautifully with cloth, wood, or clay.

Progressive schools are trying to plan a curriculum that will allow a maximum of living in the schoolroom which in turn should help to stimulate a fuller living outside the school as well. When the school becomes child-centered instead of subject-matter-centered, much of the child's learning develops through his participation in group activities. Art is one of the important factors in the integration of group activities. An activity rich in experiences for the child generally allows for a great variety of art work. It permits children to choose the materials that best stimulate their particular ability. Art then becomes a part of their daily living through their own expression and through the appreciation of the rest of the group.

Let me describe the activities of a group of third and fourth grade children who have been much interested in China since early last fall. After the reading of many Chinese stories and contacts with reference books, they became curious about the art of China. They discussed Chinese architecture, sculpture, painting, ceramics, and textiles. Some fine collections of Chinese craft were discussed by outside speakers who had first hand knowledge about China. It was not long before the children were drawing pictures in which Chinese customs were featured. The dragon motif appeared in their designs. They decided they would give a program for other children some time during the year. They agreed to buy unbleached muslin. The boys as well as the girls became much interested in dyeing their material. It proved to be a very rich and valuable experience. A few of the children who chose to buy a better grade material found their material was harder to dye evenly than was the loosely woven unbleached muslin. All the children cut patterns from news print and then had the experience of fitting their

patterns to a given piece of material. I never saw a group of children enjoy their costumes more. It was a usual sight during art period and even others hours of the day to see boys and girls wearing the finished part of the costume while working on another part. Yarn embroidery gave their costumes a very decorative touch. Caps and head-dresses completed the costumes. At present they are busily engaged getting their scenery and stage properties finished. A scene in a home; a street scene with a lantern shop, outdoor restaurant, peep show, and barber shop; and a festival scene are the plans for their play. Gay lanterns, street signs, jinrikisha, and the candy man will lend color to the scenes. Their music has contributed a good deal to their enjoyment of their study of China. Music will have an important part in their play. They have composed lantern songs, festival songs, and songs about the candy man. Individual children have composed their own words and tunes based upon the Chinese scale. The room teacher is always the person to carry the main responsibility for the group activity. In this instance, the room teacher, Miss Marshall, did an unusually fine piece of work in helping the children carry on this interesting study of China. Without the cooperation of the room teachers, the special teachers could not begin to get the results that can be obtained when all work together. During the last few weeks, the room teacher, the music teacher, and myself have met together with the children to discuss problems vital to the presentation of their play. The children are giving the play in a few days from now, but should they never give the play, they had so many vital experiences in the preparation of the play that they would always recall their interest in China with pleasure. The play is of first importance to those presenting it. The group performing must enjoy it and find it worth while and then we feel quite sure the audience will appreciate it too.

I have tried to indicate the many opportunities for creative expression in group activities. Teachers sometimes go to the

extreme of thinking that all creative expression should be tied up with some group interest. If we wish children to develop individual interests that will eventually develop into hobbies or perhaps professions, we must allow them some time in which to work just for themselves. We want the children to learn to work independently so that when their school days are over they will continue to make use of their creative abilities.

You would probably be interested in some problems carried out by individual children that had no relation to group activities. A little girl during the second and third grade made and illustrated several books containing poems that she wrote entirely on her own initiative. When the children heard her poems they suggested that they were so good that she should be able to sell them. A nine year old boy worked for two weeks on a statue that now proudly rests on the radio at home, greatly admired by the family. A nine year old girl modelled a pair of books ends which she had several chances to sell; although the family of ten children was in straightened financial circumstances, the mother preferred to keep the book ends. She said to me recently: "Those book ends are good to live with; when I come in tired and look at them, they cheer me up." A seven year old girl made a clever A B C book in which she carried the same page arrangement throughout the book. A little plump seven year old boy made a doll for his sister's Christmas present. He said to me privately one day: "I know Joan loves that doll I made for her, 'cause she carries it with her all the time."

If we wish the creative spirit of the boys and girls in our public schools to function, we must give them a chance to live fully whether in the pre-school, in the elementary school, or in the high school. Boys and girls cannot be forced to express their innate abilities. Creative art emerges when an inner urge has been stimulated in the child. The environment, the materials, other children, the home, and the teacher act as stimulants to the child. Happy chil-

dren and a happy energetic teacher or teachers influencing the child must show by their spontaneity that they are more

than just a dutiful, virtuous person. It takes an imagination teacher to sense the possibilities of her group.

COMMERCE

College Hall

V. E. BREIDENBAUGH, *Assistant Professor of Commerce, Indiana State Teachers College, Presiding*

A QUALITY PROGRAM OF EDUCATION FOR THE PROSPECTIVE TEACHER OF BUSINESS SUBJECTS

IRMA EHRENHARDT

Associate Professor of Commerce, Indiana State Teachers College

A panoramic view or "Gestalt" of the whole problem as described in the title, namely, A Quality Program of Education for the Prospective Teacher of Business Subjects, gave me a picture of the peaks, the outstanding considerations upon which such a program must be based. The points in this picture in the order of range of visibility were: (1) education and its philosophy; (2) business and its philosophy; (3) new objectives in business education; (4) commercial curricula of teacher training institutions; and (5) recommendations in regard to a quality program for the prospective teacher of business subjects.

I shall attempt in this paper to organize and analyze pertinent data on the above topics and thus evolve a program in accordance with the aforementioned problem.

EDUCATION AND ITS PHILOSOPHY

General education, it may be said, is the father of all the special branches of study including those of the professional group as well as the skills. No polarity of views exists between liberal and vocational education.¹ The two are parts of the same thing and complement one another, because education is threefold: it is the power to think, to act, and to feel. The old disciplinary theory and faculty psychology

have been shelved and today the merits of subject matter are determined by usefulness to the individual and society and by the method taught. At present the chief aim of teaching shorthand, or any skill, is to train the pupil to become an efficient stenographer or operator in the skill studied and not to "discipline the mind," a theory which has the former transfer of training idea allied with it. Thorndike with his "trial and success" and stimulus-response-bond explanation and the laws of learning revolutionized the learning process and made it something vital, a physiological-psychological procedure.

In the light of the above two promises; i. e., (1) general education and vocational education are not antithetical, and (2) the physiological approach to psychology, education, too, is beginning a new deal!

This idea is reflected in the following quotation: "We are in possession of a method of controlled experimental action which waits to be extended from limited and compartmentalized fields of operation and value to the wider social field. In the use of this method there lies the assurance not only of continued planning and inventive discovery, but also of continued reconstruction of experience and of outlook. The expanded and generalized use of this method signifies the possibility of a social order which is continuous by self-repairing, a society which does not wait for periodic

¹David Kinley, "The Cultural—The Practical," *Business Education World*, January, 1934, p. 217.

breakdowns in order to amend its machinery and which therefore forestalls the breakdowns that are now as much parts of social activity as storms of nature are of the physical order."²

President Conant of Harvard University strikes the keynote of the experimental method in this statement:

"According to the account written nearly 300 years ago, Harvard was founded to advance learning and perpetuate it to posterity. . . . In the last analysis, it is only by advancing learning that it is possible to perpetuate it. When knowledge ceases to expand and develop it becomes devitalized, degraded, and a matter of little importance to the community. A zest for intellectual adventure should be the character of every university."³

And I believe the word "school" could easily be substituted for university because "intellectual adventures" pervade all phases of education—the difference is one of degree. Education is dynamic, thus it assists an individual to live in a society which is continually *planning* and not one which is fixedly *planned*.

Finally, it must be remembered that education has as many ramifications as there are activities in life. The beautiful arrangement of these activities is aptly defined by the late Dr. Charles W. Eliot in his description of a cultivated man: "A man of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but differential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting."

By this time, you rightly ask, "What has all this to do with business education?" It is my endeavor to harmoniously integrate business education with all the tentacles of education because only in so far as the prospective teacher of business subjects receives emphasis in her own field in

proper relation to other activities of life will she get a quality program and become a "quality" teacher.

BUSINESS AND ITS PHILOSOPHY

The applicant with his A. B. degree is no longer scorned upon by business and told to "go back and learn the rest of the alphabet." The day of the self-made man is fast disappearing. More than ninety per cent of last year's graduating class of Harvard's Graduate School of Business Administration are employed.⁴ What chance has an untrained boy in an office?

Business has failed and failed miserably because living standards were not its idea; money was the goal and waste was the result.⁵

The hard-hearted business man realizes the dilemma and is beginning to see the efficacy of serviceability advocated by the newer school of college-trained men. An analogous situation may be cited in the realm of football. Formerly the coach drove and bullied his men into winning a game by "hook or crook." Today the spirit of fair sportsmanship prevails even to the extent of one captain asking another, during the process of the game, if he and his team are satisfied with the decisions of the referee and with the treatment received in general, an incident which occurred during the last Tournament of the Roses in Pasadena between the University of California and Columbia University. Likewise, new business ethics are being evolved comparable to the new spirit in athletics. They might be called an enlightened selfishness.

Do you think that broad-visioned engineers who were not under the yoke of the so-called hard-hearted business men would have permitted:

The depletion of our forest at a rate four times that of the annual growth?

The exhaustion and erosion of soils, and the floods which follow after?

²William H. Kilpatrick, *The Educational Frontier*, New York, The Century Company, 1933, p. 69.

³"Education," *Time*, February 5, 1934, p. 25.

⁴"Education," *Time*, February 5, 1934, p. 26.

⁵Stuart Chase, "The Age of Plenty," *Harpers*, March, 1934, p. 380.

The violation of all the laws of geology in the exploitation of petroleum pools?

The present criss-cross and duplication in the transportation system?

The neglect of cheaper waterways for the profitable exploitation of high cost railways?

The building of skyscrapers faster than the means to empty and fill them?

... Or, if you please, the desecration (to say nothing of the added accident rate) of every highway in the country with millions of square feet of cigarette, cosmetic, and soap appeals.* "No man liveth unto himself," an adage which powerful groups have disobeyed—to their sorrow.

"The result has been that astonishing contrasts in organization and disorganization are to be found side by side in American life; splendid technical proficiency in some incredible skyscraper and monstrous backwardness in some equally incredible slum. The outstanding problem might be stated as that of bringing about a realization of the interdependence of the factors of our complicated social structure, and of interrelating the advancing sections of our forward movement so that agriculture, labor, industry, government, education, religion and science may develop a higher degree of co-ordination in the next phase of national growth."

Now what are some of the specific things which the progressive, new-type business man wants of a high school graduate? Four outstanding deficiencies in the high school commercial curriculum as voiced by personnel managers and directors are: (1) inadequate training on fundamentals; (2) commercial curriculums are too diverse and extensive; (3) lack of training in cultural or academic subjects; and (4) the prevalence of antiquated methods in the teaching

of office work.* These replies were based upon opinion, it must be remembered, and not upon research. It is evident though that employers are not entirely satisfied with our commercially trained product.

In Mr. Beck's collection of letters from personnel directors, there was also a strong emphasis placed upon ethical character—such characteristics as honesty, accuracy, thinking for one's self, definite purpose, industry.

The business man wants, then, an efficient worker with the right attitudes, good general conduct, and a large degree of occupational intelligence. All of which harmonizes well with the social philosophy of education and business. The next point of attack is new objectives in business education.

NEW OBJECTIVES IN BUSINESS EDUCATION

First, what is business education? The National Association of Commercial Teacher-Training Institutions defined business education as: "that phase of the educational process which is concerned with (1) training all individuals in the use of the tools of learning, in acquiring methods or powers of adjustment as consumers of economic goods and service, with particular emphasis upon the use of money as such a tool; and (2) training all individuals in the business aspects of their vocations as producers of economic goods and services, with particular reference to such individuals as elect a business vocation."

The duality of objectives, consumer and producer education, has given rise to two factions and the leaders have had heated controversies over vocational vs. social-business subjects. Tonne states: "The social-business subjects must be justified in the program of studies not because of their doubtful alliance with the vocational-business subjects, but rather because of the contribution they are in a position to make to a more efficient economic education for

*Stuart Chase, *The Nemesis of American Business and Other Essays*, New York,

The Macmillan Company, 1933, p. 105.

Report of the President's Research Committee on Social Trends, *Recent Social Trends*, Vol. I, 1933, p. xii.

*Cameron S. Beck, "The Necessity of Closer Relations between Business and the Schools," N. E. A. Convention, Department of Business Education, Columbus, Ohio.

the *secondary-school* student." On the other hand, Nichols stresses social-business subjects for every high school *commercial* pupil and not for all pupils in the high school.

"As a partial offset against the tendency to become stranded on the clerical level, every high school commercial pupil should learn something of the fundamental principles of business management, become somewhat familiar with the functions of major departments of a business organization, acquire some small degree of understanding of legal principles applicable to business transactions, secure some rudimentary comprehension of what are regarded as important economic principles, and give a little attention to the study of basic industries as possible fields with which to become identified later. The social-business subjects seem to be the best available media through which to achieve these results. For this purpose alone, entirely independent of their contribution to the usual outcomes of the study of social science, they are entitled to more attention than they are receiving."⁹

He further suggests that if commercial courses have something which pupils enrolled on other courses need, brief courses should be organized in the commerce field for the specific purpose of meeting this need. But the social business subjects are primarily for the development of occupational intelligence of the *commercial* pupil.

Perhaps when the social science department reorganizes its courses of studies and the social-business teachers reorganize their courses so they will be more satisfactory, a happy medium can be reached between the two views.

Despite the dissension over the vocational-social-business subjects, commercial educators seem to agree on objectives of commercial education. These objectives are well

given in the March, 1933 issue of the *Business Education Quarterly*. They pertain to:

(1) General Objectives. The development of "emotional, social, and moral traits which make for success in general and in specific employment and in social situations of life."

(2) Guidance Objectives. Guidance activities in commercial education should take place during specific preparation, upon the completion of the work; that is, placement and then follow-up of the pupils on the job. If there were guidance from the kindergarten on, there would be less misfits in the commercial classes.¹¹

(3) Vocational Objectives. The following statements are taken directly from Mr. Nichols' article:

(a) Only those who clearly are potentially trainable for and placeable in clerical or store positions should be permitted to enroll for vocational business training; that only those who clearly are potentially promotable should be encouraged to prepare definitely for office work.

(b) Vocational objectives should be definite and expressed in terms of real jobs such as can be obtained at the conclusion of training. Each vocational commercial pupil should devote a limited amount of time to specific preparation for employment, but should not pursue a program made up wholly, or even largely, of skill subjects.

(c) Nothing short of the degree of skill required to meet at least minimal office standards should be the goal of vocational commercial departments.

(d) Occupational understanding is quite as important an outcome of vocational commercial education as is occupational skill.

(e) Vocational commercial education must lay a basis for future growth to insure ultimate promotion to higher levels of a business organization.

The above objectives—namely, general,

⁹Herbert A. Tonne and M. Henriette Tonne, *Social Business Education in the Secondary Schools*, New York, New York University Press, 1933, p. 28.

¹¹F. G. Nichols, *Commercial Education in High School*, New York, D. Appleton-Century Company, 1933, p. 436.

¹²Benjamin R. Haynes, "Stop the Dumping of Pupils," *Challenges to Commercial Education*, Monograph 21, Cincinnati, O., South-Western Publishing Company, 1933.

guidance and vocational—may also be interpreted as attitudes, occupational intelligence, and skills, or as expressed in the words used before, to feel, to think, and to do. Thus our commercial objectives are in accord with general education. The next question is, are they in accordance with the present commercial work of teacher training institutions?

Before that question is discussed, it might be interesting to review how these objectives function in a well-planned high school commercial curriculum. For this example, I should like to cite the John Hay High School of Cleveland, Ohio, which has a diversified commercial curriculum. The general set-up is as follows:

FOUR-YEAR CURRICULUM

English

General science

Science

Social science

Commercial arithmetic

Vocational sequence

(Choose one)

Retail Store

Retail store courses

Store practice

Oral English

Business organization

Salesmanship

Stenographic

Stenography

Secretarial

Typewriting

Office production

Filing

Commercial correspondence

General Clerical

Business training

Typewriting

Office production

Filing

Office appliances

Bookkeeping

Business training

Bookkeeping

Typewriting

Office appliances

Business organization

The diversified curricula are becoming more and more popular in the large high

schools.¹⁴ People are beginning to realize that commercial education comprises more than shorthand, typewriting, and book-keeping. The three skills still exist in most of the small high schools but there is a distinct trend now toward the social-business subjects in the small schools in order that more pupils may benefit therefrom.

Are teacher training institutions leading or following the work in commercial education? They should be leaders, but are they?

COMMERCIAL CURRICULA OF TEACHER TRAINING INSTITUTIONS

The latest thorough study made of the present status of teacher training in commercial education is that of Miss Jessie Graham.¹⁵ Her study of colleges was based upon seventy-four questionnaires and the analysis of forty-five catalogs. The results in summary are as follows:

Differentiated Curricula.—In thirty institutions, only one curriculum for prospective teachers is offered. Forty curricula, twenty-six per cent of the total, have been set up for each of two groups of prospective teachers—secretarial and accounting. Curricula for teachers of general-business subjects have been planned in twenty-two institutions. Marketing and merchandising subjects have been set up for teachers on sixteen curricula. Special provision is made for teachers in small high schools in twelve institutions. In seven instances, special curricula have been set up for junior-high-school teachers; in six cases, for teachers of social-business subjects; and in three institutions, for junior-college teachers.

Standards of Technical Skill Required in Sixty-One Institutions.—The average shorthand speed required in fifty-five institutions is 100.50 words per minute for 14.22 minutes with 6.72 errors allowed. The average standards in typewriting are 50.68 words per minute for 16.68 minutes with 5.33 errors allowed.

Business Experience.—Business experi-

¹⁴Jessie F. Graham, "Evolution of Business Education in the U. S." University of Southern California Monograph, 1933, p. 70.

¹⁵*Ibid.*, p. 103.

ence is required in nineteen institutions, 27.52 per cent of the total number for which data are available. In only eight instances, representing four states, is business experience required for a general state teaching credential; while in eleven cases, representing seven states, it is required for a special state teaching credential.

Rating of Personality.—Rating of personality—by teacher, pupil, supervisor, or the student himself—is the means most frequently suggested for personality and character development of student teachers.

Present Curricular Requirements.—In forty-five institutions engaged in business education the following summary represents an analysis of the curricular requirements:

Subjects	Average Semester Units
Business content subjects-----	41.6
General academic subjects-----	32.7
Social sciences-----	14.9
General education courses-----	13.2
Business education courses-----	5.2
Practice teaching-----	4.8
Free electives-----	17.1
Total-----	129.5

Miss Graham gives two main criticisms in her conclusions on the evaluation of practices in institutions engaged in business-teacher education.

1. Sufficient specialized curricula for prospective teachers of technical-business subjects, social-business subjects, and teachers in various types of institutions have not been set up to meet the preferences of administrators, unless such specialization is provided by the allowance of an adequate number of electives to meet it.

2. In institutions engaged in business-teacher education, actual business experience is not required to an extent necessary to meet the preferences of administrators in employing institutions.

In reading Miss Graham's material, the writer concluded that our teacher-training institutions, that is, the majority of them, are still practicing the plan of the majority of high schools; namely, preparation in the three skills, shorthand, typewriting, and bookkeeping. Should we not educate our prospective teachers to be leaders with the

progressive trend of thought? Only in so far as our teachers are aware of demands of the community and of business, of the best practices in office appliances will we have better programs of commercial education in our school system.

RECOMMENDATIONS IN REGARD TO A QUALITY PROGRAM FOR THE PROSPECTIVE TEACHER OF BUSINESS SUBJECTS

(1) *Recommendation in regard to Selection or Guidance.*—Dr. Haynes, of the University of Southern California, made the following statements in regard to this question.

"The first recommendation is concerned with the first requisite of successful business teacher training: a selective process that can be depended upon to provide students whose social, physical, moral, and mental qualities are justification for the belief that they will make good teachers. The fact must be realized that, regardless of the quality or amount of training given, there can be attained no satisfactory results unless the right kind of people are available to be trained.

"In regard to criteria by which candidates should be judged, mental ability is considered important. High school graduation is held insufficient guarantee of mental ability, and the use of a sliding scale for ranking of the various secondary schools is suggested, as also the ranking of the students on the basis of scholastic attainment. To avoid injustice in individual cases, provision should be made for entrance examinations for those who show that possibly their school ranking is not truly indicative of their scholastic ability.

"Physical fitness should be established by a thorough physical examination as a prerequisite to entrance to the training institution, and at least on the basis of past record to make some discrimination in regard to moral fitness.

"Though present measuring devices of social fitness are sometimes crude, personal qualities are of such great importance in the success and outcome of teach-

ing, that some beginnings should be made along this line."

(2) *Recommendation in Regard to Vocational Content.*—Instead of emphasizing the three skills; namely, shorthand, typing, and bookkeeping, the teacher-education program in commerce should contain diversified groups; that is, separate fields of concentration. Miss Graham in her recent study offers the following program:

Required

Junior business training
Commercial arithmetic
Business letter writing
Typewriting—elementary
Commercial and economic geography

Elective—Choose One Group

1.

Shorthand
Stenography practice
Advanced typing
Business English

2.

Bookkeeping
Business organization
Commercial arithmetic, advanced
Clerical practice

3.

Retail selling
Merchandising
Store clerical practice
Store mathematics
Salesmanship

4.

Commercial and economic geography
Commercial law
Business organization and management
Business economics

Miss Graham states, "A student who masters the subject matter and method of the required group alone should be able to meet all the requirements in a small high school position. However, as a basis for further study leading to promotion, one of the other groups could be added to this program. These two groups would occupy as much of the student's time as should be devoted to commercial subjects if adequate attention is to be paid to essential general education, general professional training, business experience and special methods in the subjects for the teaching

of which preparation is being made. While no commercial teacher need feel that he should master the commercial subjects in all of these groups, no such teacher be satisfied until he has mastered the social-business group of subjects or their equivalent. Thus it may be urged that all should pursue these subjects as electives in the undergraduate program or in graduate study. Subjects contained in the other elective groups may be chosen for graduate study according to the special interest of the student, but it is doubtful if any one teacher can become proficient in teaching them all."¹⁰

3. *Recommendation in Regard to Proficiency in the Skills.*—Not only does a successful business teacher teach, but she also demonstrates what she "preaches." Therefore, it is essential that she reach a high degree of efficiency in the skill courses so that she may demonstrate the skill which she desires her class to approximate or excel.

4. *Recommendation in Regard to Business Experience.*—At least a semester, preferably a year, of cooperative training should be required.

5. *Recommendation in Regard to Social-Business Subjects.*—All prospective commercial teachers should study the social-business subjects because they furnish pertinent material as a background for the strictly vocational work. They provide the "occupational intelligence."

6. *Recommendation in Regard to Research in Business Education.*—A course should be offered in which a student may acquaint himself with the new methods, new literature, and new problems in business education. Such a course should awaken the student to the need for continued study, questioning and research in teaching of business subjects, job analysis, etc.

7. *Recommendation in Regard to Methods Courses for the Skills and Social-Business Subjects.*—As a time saving and efficiency device, a general, comprehensive methods course can be given for the skills because

¹⁰Jessie F. Graham, *op. cit.*, p. 506.

the general principles affect all the skills. Another methods course may be offered for the social-business subjects. Specific methods may be given in connection with the subject matter courses.

8. *Recommendation in Regard to Student Teaching.*—Actual practice in supervised teaching of business subjects should be required of all prospective commercial teachers. There should be a close connection between secondary education and business teacher education. The student teachers must acquaint themselves with the progressive quality of aims, curricula, and procedures in secondary business education.

9. *Recommendation in Regard to Economic Background.*—To better equip a prospective commercial teacher, it is necessary to select as second major the social studies group. Of poignant interest to all teachers and especially the business teacher is the economic situation of today. The New Deal with its "New Dealers" is of vital concern to everyone and particularly to business people. An economic background of economic theory, sociology, history, and civics will cultivate an objective attitude upon the part of the prospective teacher and will assist her in relating her commercial work with conditions of the day.

10. *Recommendation in Regard to General Education.*—Courses such as philosophy, appreciation of music, of art, some science, a great deal of English, and literature should also be included in the program for the prospective teacher of business subjects. The deeper she studies and enjoys the fine arts, the more understanding she will become of human nature. A business teacher is as refined and cultured as the teacher of classical language and literature.

11. *Recommendation in Regard to Vocation and Educational Guidance.*—The prospective teacher's program should contain a course in educational and vocational guidance in order that she may learn to cope with some of the problems which will present themselves among her pupils.

12. *Recommendation in Regard to Professional Courses.*—Educational psychology,

philosophy of education, principles of secondary education, history of education should also find a place on the program.

13. *Recommendation in Regard to Health Education.*—A prospective teacher of business subjects should be able to play a game involving physical exercise—golf, tennis, swimming. She should be adept in at least one physical sport and cultivate an interest in several passive sports. Her pupils will challenge her on the tennis courts and she should be able to meet the challenge in a sporting manner—whether she is as skillful on the courts as she is in class or not.

14. *Recommendation in Regard to Personality Instruction.*—Some place in a teacher-education program there should be instruction in how to conduct one's self, how to dress, etc.

15. *Recommendation in Regard to Prospective Teacher's Future.*—The four years of teacher-education leading to a degree in commercial work by no means terminate the education of a prospective business teacher. She will soon realize that her vacations need to be utilized to better her teaching. A good plan for her to follow is one something like this: one summer spend in traveling; the second summer, in business experience; the third summer, in study.

16. *Recommendation in Regard to the Weight the Various Subject Groups Should Receive.*—For a four-year program for the training of business teachers, the writer suggests the following division of semester hours:

Subject Classifications	Semester Hours
General foundation subjects (art, science, physical education, etc.)	20
Social studies	14
Commerce (content courses)	46
General education	10
Business education	14
Elective, including satisfying foreign language and science requirements	20
Total	124

CONCLUSION

Business education has achieved a merited place in the educational program of a

teacher-training institution and today it ranks on a par with all the other courses of study. The business teacher stands

among the leaders in the teaching profession and no longer is she looked down upon as a mere instructor of routine work.

EDUCATION

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THE RESPONSIBILITY OF TEACHER TRAINING INSTITUTIONS FOR DIAGNOSING, RECONSTRUCTING, AND IMPROVING THE PERSONALITIES OF PROSPECTIVE TEACHERS

RALPH NOYER

Dean of the College, Ball State Teachers College

The thesis of this paper is that the teachers college must accept a certain degree of responsibility for diagnosing, reconstructing, and improving the personality of those persons whom it undertakes to prepare for the profession. Inasmuch as no teachers college is justified in recommending for licenses to teach students whom it cannot believe will successfully practice the profession of teaching, it has become necessary to determine and define the elements of successful practice. Such determination and such definition are not in the province of this paper. Those fields have already been subjected to some investigation, and while these investigations have left much to be desired, it remains for us now to address ourselves to the topic assigned.

That the success of the teacher is conditioned by personal factors is a truism that has come to be sanctified as an axiom. The teacher training institution which does not set up a program, organize its staff, and develop its technique for the diagnosis, reconstruction, and improvement of personalities of prospective teachers is falling far short of its true mission.¹ Emphasis upon

teachers' personal equipment, however, does not in any way decrease the amount of attention or emphasis to be given subject matter either in its range, content, or organization. There seems to be no justification for making the assumption that any person who can absorb given amounts of subject matter as organized in sequential courses is, by that token, competent to serve as a professional teacher.

Before we undertake an exposition of diagnosis, reconstruction, and improvement of a prospective teachers' personality, it would be well to submit at least a working definition of what is admitted to be almost undefinable, namely, personality. A provisional description of a person with a pleasing personality might be this: Any one whose virtues and vices are so combined that they do not annoy those with whom he comes into contact and who possesses some quality that satisfies and pleases. If a teacher has an effective personality, the learner gains a sense of security, a release from anxiety, confidence in his ability to succeed. Some there are who have that within them which acts upon the motives of the learner as April airs upon violet roots. This is probably an emotional reaction. The part that the emotions play in the learning process is only beginning to be realized.

In attempting diagnosis of personality maladjustments we can safely follow three

¹M. E. Townsend, *The Administration of Student Personnel Services in Teacher Training Institutions of the United States*, New York, Teachers College, Columbia University Contributions to Education, No. 536, p. 80.

steps; namely, observation, classification, and definition; or stated in another way, get the facts, record them accurately in significant groupings, and interpret them with a mind open to all of their possible implications.

We set forth here our experience at Ball State Teachers College, Muncie, Indiana, as it has developed to date. For each new student who enrolls with us we make a folder designed to carry all of the material which we expect to file relative to his case. At present we are using the folder of the American Council on Education. Into this folder we file the following material: entrance test papers; attendance records; probation analysis; correspondence pertaining to the student (including letters to and from parents; autobiography (outline supplied); health reports; requests for investigation; and faculty statements.

In the appropriate places in this folder we enter the items as indicated on the respective blanks. We overlook no opportunities to set in the positive as well as the negative items. Here we may find evidence of all academic transactions that we have had with the student.

As has been indicated, we have a record of his application for entrance which contains the answers to the following questions:

- (1) Name in full.
- (2) Home address; street and number or R. F. D., city, state, county.
- (3) Place of birth; date of birth (month, day, year); race; church preference—member?
- (4) Father's name in full; living?, place of birth?, occupation?, high school graduate?, college attended?, years attended?. Mother's name in full; living?, etc., as above.
- (5) Number of children in your family older than yourself? Younger?
- (6) The curriculum you expect to follow. If entering for any curriculum not listed above or for any other reason, please explain. Do you plan to complete the entire curriculum in this college? If not,

what are your plans? When do you expect to enter?

(7) List of chronological order all high schools and colleges to which you have been granted admission: name of school, location, dates of attendance, date of graduation.

(8) What positions have you held or what have you done thus far to earn money? If you expect to support yourself in whole or in part during your first year in this College, what plans have you for meeting the expenses thereof? (A detailed account of your circumstances will receive sympathetic attention).

(9) List awards and scholarships, together with their monetary value, which have been granted you to further your college education.

(10) Please list any special recognition you have received for excellence in school work, such as honors, prizes, or scholarships. List grades or half-grades skipped before entering high school.

(11) Underscore your school activities, adding any not mentioned: literary, dramatic, debating, music and art, athletic, class offices, boy scouts, campfire girls, girl reserve, Y. M. C. A., Y. W. C. A., 4-H clubs, social service, church work.

It should raise such questions with the high school principal as the following: Is the applicant the kind of a person whom you would desire to have on the staff of a school under your supervision? What consideration in regard to health, absence from school, necessity for working during school time, participation in school activities, or change in attitude should be taken into account in interpreting this applicant's school record? Is there any marked defect in the candidate's personality or character or preparation? If so, what? What are the candidate's chief points of strength in personality, character, and preparation? What word or phrase such as "very inadequate," "moderate circumstances," "comfortably wealthy" appears to best define the financial status of the applicant? Write frankly any further information about this applicant which you think would better en-

able us to understand and guide the student in his life at this institution.

It is the belief of the writer that no applicant should be admitted to a curriculum for the preparation of teachers who cannot present a detailed, coherent, well-organized autobiography. To secure some uniformity in this respect we have devised a type of outline on which certain specific questions are raised, among them the following: What have you ever done that gave you the most satisfaction? Such questions as these, as well as most of those in the application blank, tend to reveal to the experienced personnel officer much valuable information.

Our experience with personality tests has not been of sufficient extent as to give us the right to speak with great confidence as to their diagnostic values. To us the value of the results secured by the tests is uncertain. At different times we have used the following: Thurstone Personality Schedule; Alport Personality Scale; Personal Inventory (Colgate). So far no one of our staff has had time sufficiently to study the data exhaustively. We are in general agreement, however, with Hertzberg² who has reported as follows:

"The Thurstone Personality Schedule was given to the classes of 1930 and 1932 to obtain an index of the neurotic tendencies of individual students. This test was selected because it supplements rather than supplants the other tests given. For example, the authors of the Personality Schedule found in a study made on the University of Chicago freshmen, a correlation of .037 between scores on the Personality Schedule and the Psychological Examination of the American Council of Education, and drew the conclusion "that superior or inferior intelligence may be found as frequently among the neurotic as among the emotionally well adjusted." For the 1930 class at the State Teachers College at Buffalo, the writer found a correlation of -.02 between scores on the Ohio State University Psycho-

logical Test and scores on the Personality Schedule, and for the 1931 class a correlation of -.11. This substitution of the findings of the authors of the test makes it quite clear that Personality Schedule and the intelligence tests do not duplicate each other. The authors further state that it would be inadvisable to use the Personality Schedule to eliminate students with neurotic tendencies from colleges and universities since creative minds are found in the emotionally maladjusted range of the scores as often as in the emotionally well-adjusted range. However, from the standpoint of a teacher training institution which must limit its enrollment, it does seem that applicants who show emotional instability to such an extent as to be in need of psychiatric advice should be eliminated, especially when there is a surplus of applicants who possess emotional stability and who also possess a high intelligence.

"Biologists and Psychologists are in general agreed that the personality of an individual is a combination of both the inherited and the acquired factors, and that the extent to which heredity, training, and environment operate causes a wide range of individual differences.

"In the first place, the test attempts to measure certain positive characteristics, the lack of which would show maladjustment, as follows: self control, responsibility, sense of humor, considerateness, sociability, persistence, aggressiveness, self-confidence, resourcefulness, respect for authority, quickness of thought, optimism, leadership, cooperation, etc. The test also attempts to discover the presence of definite negative characteristics, such as self-centeredness, timidity, nervousness, sensitiveness, narrow-mindedness, dishonesty, extreme impulsiveness, tendency to be unsystematic, feeling of inferiority, indecisiveness, possession of physical defects or poor health, etc.

"In studying the reactions of the students to questions involving the above characteristics, it appears that the most frequent maladjustments have to do with such interrelated traits as fear, sense of inferior-

²Oscar E. Hertzberg, "A Group of Studies Related to the Selection of Students for Admission to the State Teachers College at Buffalo, New York."

ity, timidity, self-consciousness, sense of insecurity, and sense of inadequacy. These maladjustments involve (1) 'saying things on the spur of the moment and then regretting them,' 130 out of 229 students, (2) 'afraid of falling when on a high place,' 108 students, (3) 'feeling self-conscious in the presence of superiors,' 107 students, (4) 'being bothered to have people watch you at work even though you do it well,' 104 students, (5) 'getting stage fright,' 102 students, (6) 'crossing the street to avoid meeting somebody,' 101 students, (7) 'preferring to stand or leave than to take a front seat if you come late to a meeting,' 99 students, (8) 'finding it difficult to speak in public,' 91 students, (9) 'feeling self-conscious because of personal appearance,' 89 students, (10) 'allowing people to crowd ahead in line,' 84 students, (11) 'hesitating to volunteer in a class recitation,' 81 students.

"Another group of maladjustments closely related to the above, and which appear quite frequently in student reactions are tendencies to introversion, as found in (1) day dreaming, 122 students, (2) finding books more interesting than people, 84 students, (3) feeling lonesome even when with other people, 80 students, (4) liking to be by oneself a great deal, 76 students; and tendencies to sensitiveness as found in such responses as (1) 'being easily moved to tears,' 90 students, and (2) 'having one's feelings hurt easily,' 88 students.

"The above maladjustments can be generally summarized as tendencies to be fearful, to be introverted, and to be super-sensitive. Various other maladjustments appearing less frequently could be analyzed, but the high frequency of the ones here mentioned stand out as a criticism of the type of training the home, the school and society have given these students. The challenge to our teacher training institution is to adopt as sane a program of mental hygiene and personal guidance as possible in order to help students to overcome the injurious effects of their early training and environment."

Lacking diagnostic instruments of un-

questioned precision one is forced back upon such resources as one possesses. In addition to such means as have been mentioned in the foregoing, it would seem that the sensible thing would be for the proper personnell official of the institution organized for the preparation of teachers to make a systematic collection of all available facts relative to the student. Often the most insignificant data yield surprising revelations. Sir William Osler, foremost medical diagnostician of his day, at one time remarked "that it is more important to know what kind of patient has a disease than what kind of disease a patient has." It does not avail much to know that a student is suffering from a paranoid psychosis, emotional instability, or just a common inferiority complex, unless one is prepared to see the student as a whole and as far as possible in all of his relationships.

This section will have to do with the possibilities of reconstruction of personality in prospective teachers. It is the belief of the writer of this paper that especially in institutions organized for teacher preparation it seems that applicants who show an emotional instability to such an extent as to appear to be in need of psychiatric treatment should be eliminated, especially when there is a surplus of applicants who possess emotional stability and who also possess high average intelligence. We are prepared to agree that superior intelligence may frequently be found among the neurotic. But we contend that teacher training institutions are not under the obligation to remold freaks and eccentrics in so far as their warped and dwarfed personalities are concerned any more than it is under an obligation to do orthopedic surgery or treat active tuberculosis. Just as it sets up good physical health as one of the first requisites for entrance to a teacher training curriculum, and just as it surrounds the students with an environment that makes for a continuance of that good health throughout the period of their study on that curriculum, just as it supplies trained health officers to regulate students' environment and to advise students how to

live in it most effectively, just to the teacher training institution is under the responsibility of limiting its enrollment to those persons who possess sufficient foundation of personality to become effective as teachers. There is the added responsibility of the institution in surrounding the student with an environment which will stimulate that personality in the most acceptable, professional direction. In addition, it is under an obligation of maintaining somewhere on its staff one or more persons who, at some time in their training, have received sufficient background effectively to advise the student, when it is no longer profitable for him or the state to continue in teacher training because of personality limitations.

But what should be done by the way of reconstruction and improvement? We are dealing them with those borderline cases who form the real twilight zone of uncertainty. Here would be classified a student who has entered teacher training, not because of a desire to teach but rather to satisfy the insistence of a domineering parent, or to keep up with a family tradition. In this classification would come also those persons who might be characterized as habitual failures, who had tried their hands in one or more points of occupations or types of training and had found themselves misfits. Here, too, that rather large and puzzling group of purposeless, undisciplined, much-humored young persons who have succeeded in passing through twelve grades of school without at any time actually and squarely facing an unpleasant reality. This is the type of personality that instinctively recoils from any unpleasant task; that naively explains when asked to meet an institution's requirement, that the reason it had not been met is that "I just didn't want to." Alas, in this unspanked generation, the name of these is legion, for they are many. As economic disasters have closed in on families whose members have for two or three generations known no want or even limitations of their desires and caprices, their children of college age have often taken what has appeared to them to be the

easier route and have gone to the less expensive and less ostentatious institutions, conveniently situated and called teachers colleges. As these boys and girls came up through the grades and high school, there was held out to them, in many cases, the promise and hope of a much more pretentious and expensive type of education, a four-year period of country club existence, frequently pictured in the movies but now, fortunately, becoming very rare. This has produced a mental condition of more or less mild frustration and results all too frequently in a surliness and an oft-expressed and cynical impatience of stated requirements. Such is the picture. Now what can we do about it?

Basic and fundamental then to all procedure in reconstruction of a student's personality is the getting of a true picture of his purposes, of the nature and the power of motives that drive him. We can agree with Dr. Morton Prince that the problem of motivation is the only important one of human life. We are all acquainted with the integrating effect of purpose. In a teachers college one has to assume a willingness on the part of the student to take the training and to grow professionally. We have a right to assume, also, that the student is more interested in himself than in any other person and that he honestly is concerned despite his protestations, in the effect he leaves upon others. Having gathered sufficient information not only about the student himself but about the impression he leaves upon others, and assuming the necessity of some reconstruction of his personal equipment, it becomes necessary to let him have the facts in a frank and candid manner. It is his problem; it is necessary to impose the responsibility for self-management squarely upon him. This does not imply a brutal, curt, or tactless procedure. On the contrary, it implies that by slow degrees the confidence of the student must be gained and some indications secured that he is willing to face the facts. Not all of the information at the disposal of the personnel officer needs to be laid before the student at one time. Some small item may be

the entering wedge. Unquestionably the best opportunity comes when the student makes the approach himself and frankly states that he would appreciate an opportunity to go over his record in order to ascertain his points of strength and weakness. The detailed handling of these matters calls for a technique of interviewing which is not in the province of this paper. Nevertheless, a few scattered hints may be submitted. For one thing, it is well to avoid dogmatic or *ipse dixi* attitudes. A student should have a right to choose between various alternatives, being reminded that he alone must accept the consequences for his choice. One must also avoid any appearance of sadism of that subtle putting the student "on the spot" just to see him squirm. Occasionally we have found it useful to lay before the student a list of qualities³ of a good teacher, and to check off for him his points of strength and weakness. We have made up a sheet of so-called grade standards with some explanatory notes that assist the student in his own self analysis.

Mere contemplation of one's weakness, however, is not conducive to the confidence necessary to development and growth. We like to leave a student with a clear-cut program of what he is going to do about it. Some item in this program should have a close professional relationship such as participation, either in classroom discussion or participation in the laboratory school. The point we desire to make is that there must be an active "convalescence after the operation" in which the student must have confidence in his ability to reorganize himself. Instead of "sulking in his tent" he should be actively engaged in some activity which calls into play as much of his mental energy as possible. All of the foregoing calls for careful record making, and in a way that maintains the confidence of the student.

It is often necessary to bring together

various staff members for conference concerning the student. It may even be necessary to include the student and members of his family. These, however, are heroic measures and should be left for the most extreme cases.

The third and last section of this problem deals with the improvement of personal equipment of the student as a prospective teacher. Fortunately, the personnel officer is aided by the same happy laws which are at the disposal of the college health office. Just as eighty-five per cent of the sick people would get well without any help if let alone, so students in adjusting themselves to their environment tend unaided to modify their personalities through social experience. For that reason the teachers college should be set up as a normal situation staffed by normal, healthy professional people who themselves are well-adjusted. In such an environment those students more nearly normal will get along with an occasional suggestion, a hint, or even a lifted eyebrow.

Generally speaking, we should be safe in planning the improvement of personalities of a student in a teachers college by encouraging interests outside of oneself. We must be on the lookout for the hermit type, the recluse, the introvert. The student who takes for his motto the dictum of Matthew Arnold, "Alas, we brilliant mortals live alone," is likely to be most unhappy in the profession. No matter how much good work is done by the personnel officer, how subtle devices in the interviews have brought home to the student the necessity for his personality reconstruction, if he continues to be an individualist with the strong urge to play the lone wolf, defy convention, satisfied with his own standards, heedless of the rights of others, he is cutting the pattern for professional failure in the public schools. The creation of a social environment with a lively but friendly give-and take in classroom and off campus is a challenge to all of the agencies on the campus. It cannot be left for one person. Administratively it should be headed up by that officer responsible for the curriculum. Again let me say that only in activity, self-

³Such a list has been compiled by a small group of teachers' college administrators who for the past three years have been meeting periodically at the University of Chicago under the leadership of Dr. W. S. Gray. Copies may be secured from Ball State Teachers College.

directed and self-managed activity, on a stage definitely set by faculty and administration do we see solid improvement in the qualities required in our profession. Thirty-six years ago this spring the writer heard a distinguished teacher from the campus of the college which is our host today, Professor Arnold Tompkins, say what has proved to be the wisest slogan in the whole field of personal relationship in this profession. It was this: "Isolation is damnation; participation is salvation."

In accepting responsibility, therefore, for the improvement of the personal equipment of teachers in training, the institution will do well: (1) to keep proper records assembled from all available sources; (2) to file them in a central place, making them responsible to one person; (3) to use judgments arrived at cooperatively, pooling the ideas of as many responsible persons, preferably staff members, as possible; (4) to enlist the student's assistance in his

own case. Under some circumstances it may be possible to assign duties to a specially trained personnel officer who should be a line officer directly responsible to the head of the institution. The dangers involved in this are that faculty and other staff members will feel that they can then devote themselves exclusively to academic matters to the exclusion of consideration of qualities of personality in the student. We recommend that the faculty be encouraged to grade the student with an eye to his probable success in teaching, taking into consideration factors other than mere proof of the absorption of subject matter. We recommend that maladjusted students be given continuous study and that such data thus secured be sympathetically interpreted. We recommend frankness and candor, dealing directly with the student, and in the cases of maladjusted students who show little or no power of improvement in their personal adjustments eventual elimination from the curriculum.

ENGLISH

Main Building—Room C-31

LESLIE H. MEEKS, *Head of English Department, Indiana State Teachers College, Presiding*

POSSIBLE COOPERATIVE MEASURES AMONG INDIANA COLLEGES AND UNIVERSITIES FOR RAISING STANDARDS IN ENGLISH

MARY C. PAVEY

Head of English Department, Ball State Teachers College

I am very happy to have the opportunity of participating in the discussion of the subject announced by our chairman. The selection of this topic for a conference of this type indicates a change in the thinking of collegiate English faculties in this state. All of us realize that in the past, just as in the present, conscientious English teachers in our colleges must have spent considerable time pondering how they might contribute individually to raising the standards of English in the college and, incidentally, in the public schools. During recent years it

has become increasingly common for the English faculty to consider collectively how they may cooperatively improve training in English. Today, however, is the first time, so far as I am aware, that representatives from different Indiana colleges have met to consider what measures may be undertaken cooperatively by these colleges to improve the quality of English instruction.

If I do not mistake, we are standing this afternoon upon the threshold of a new era in the teaching of English in this state. As a result of this meeting I sincerely hope

there may arise a permanent organization of the teachers of English in Indiana colleges and universities.

The advantages resulting from a state association would be similar to those arising from the modern organization of a department, which as you probably realize is quite different from that of an earlier period. Not so many years back each member of an English faculty, like those of other departments, regarded himself the absolute monarch of the tiny kingdom bounded by the four walls of his classroom. The trend toward cooperative government, however, has dealt no more gently with the academic autocrat than with the political despot. The last decade especially has witnessed the passing of insular pedagogical monarchies, and today all faculty members, under the leadership of the head or chairman of department, unite to accomplish jointly results which would have been impossible if attempted by the teachers singly.

This later organization has several marked advantages. In the first place the individual teacher can be freed from a chaotic mass of details so that he may devote more time to the demands of his special field. Thus organization tends to conserve originality and initiative, rather than to destroy them.

Secondly, under proper departmental organization there is a sharing and exchange of materials and methods rarely found under the earlier system. Can you imagine a member of an English department in former days offering his teaching materials to his colleagues? Today, however, an instructor remarks that he has just completed a test or exercise covering a certain phase of work and adds that if those teaching other sections of the course wish to use it he will be glad to order additional copies for them when he has the material mimeographed. Similarly, when it becomes necessary for one member to prepare to teach an unfamiliar course, instructors already familiar with the course voluntarily and gladly turn over to him notes and materials representing months of work and preparation. There is apparently no feel-

ing on the part of anyone that the teacher is losing the right to his individual work. All regard it a waste of time and energy for a person to do again what has already been done. They prefer to spend their time in revising the material, in adding new data, or in accomplishing other tasks for which they are responsible.

Instead of pursuing further my description of a situation which is probably common to the department represented by each of you, let me call your attention to a third advantage of departmental organization. Joint consideration of educational problems gives a type of training in service, a certain broadening of educational outlook, which is invaluable to the teachers composing the group. A frank exchange of opinions held by the various specialists, who differ markedly in temperament, in training, in native ability, and in experience, tends to counteract eccentricities of individual thinking and to broaden educational sympathies and interests, provided, of course, that the department has not been cursed by an undue amount of inbreeding.

A fourth, and perhaps the greatest, benefit to be derived from cooperative departmental thinking is the adoption and administration of a *departmental* program, a procedure which is imperative if a department is to make the proper contribution to the educational program of the institution of which it is a component part. Only by working cooperatively can a department review adequately the problems demanding its attention, select judiciously those which are most pressing, and formulate and execute a program which will result in their solution.

Advantages similar to those just enumerated would result, I believe, from a cooperative association of college English teachers. Certain of the probable benefits are listed below.

In the first place, the meetings of such an organization would offer a teacher in one college the opportunity to become acquainted with all other college English teachers in the state and particularly with those who have specialized in his chosen field. The intellectual stimulation arising

from an acquaintance with the interests, the research, the teaching methods, and the problems of other specialists in the same field is enjoyed entirely too rarely in most Indiana colleges. Considering how great the mutual benefits arising from such contacts, it seems strange that in so many cases our acquaintance with the work of one another is gained solely from the chance comments of transferring students and itinerant book men and from the reading of his few published articles or books.

A second advantage of the organization proposed would be the more frequent exchange of materials and methods. Under the present system of autonomous units there is, in my opinion, entirely too much duplication of effort. It should not be necessary for each department to chart its course solely by the trial and error method. Economy of effort demands that we profit by the experience of others as well as by our own. Does it not, therefore, seem a logical and economic procedure for the English department in one institution, when contemplating some radical change, to appeal to the English departments in other institutions for a frank statement of their experience with the situation proposed? Why need any group hesitate to describe its experimental procedure and to evaluate frankly the results? The departments are not rivals, but colleagues.

A third advantage which can be enjoyed only through the cooperation of the colleges and universities of Indiana is the development and execution of a state program for the improvement of English instruction both in the college and in the high school. We have in the past attacked this problem individually; in the future let us attempt it cooperatively.

One phase of this problem which should have extensive experimental study over a long period concerns the nature of the freshman literature course. Dissatisfaction is felt everywhere with the traditional course. What, however, should be substituted for it? Can a single course be recommended for all classes of students? I wish I knew the answer. Annual discussions in the college section of the National Council indi-

cate that most other teachers are as badly puzzled as I am.

Another problem demanding immediate attention concerns the development of a technique whereby high school teachers can assist their pupils to acquire adequate reading skills. Surely all of us must be faced by a fairly large percentage of freshmen whose reading skills are entirely inadequate for successful work in college. Just what types of reading skills and what degree of mastery in them is essential to success in the various departments of our colleges? The answer must yet be determined scientifically. Many institutions are experimenting now with remedial courses in reading. Let us pool the results of our experiments in order to develop a satisfactory technique at an earlier date. Then let us cooperate in disseminating the method among the high schools throughout the entire state. The problem is urgent, and the solution of it must come from the colleges. High school teachers, in general, have neither the time nor the training for research.

Another problem facing all of us concerns the speech and writing skills which should be required of different classes of college students.

Still another important matter which our colleges must face sooner or later is that of pre-entrance advice or guidance. The University of Minnesota seems to have done more in that field than any other school admitting students upon certificate rather than by examination. Under the direction of that university almost all public and private high schools throughout the state give college aptitude tests in February. The papers are scored and the university returns a report to each high school principal early in April. When he has such information to supplement high school records, the principal can offer intelligent guidance to students concerning whether they should attend college and where they should go. By the first of May many of these pupils have filed their application for college entrance. To these prospective students the college can give valuable educational guidance, based upon

the percentile ranking in the aptitude tests, the high school record, the recommendation of the high school principal, and the extensive information given by the student on his application sheet. In my opinion Indiana should have a similar procedure, administered by the state department. It is true that our present educational set-up is not adjusted to handling such a program. The English departments of this state could make an invaluable contribution by helping to solve this problem.

Instead of listing other problems needing

cooperative consideration, I repeat that I am sincerely hoping for the formation of a state association of college English teachers. Such an organization might well become a section of the State Teachers Association with an autumn meeting at the time of the annual state convention. To supplement such a meeting, or, if you so desire, to substitute for it, I suggest a spring conference, to be held in turn at the various colleges. I do not insist upon any of these details. The point I would leave with you this: let us unite our forces, and in the future let us attack cooperatively the many problems before us.

H. H. CARTER

Head of English Department, Indiana University

The study of English, in so far as the term is interpreted to mean oral or written expression, is, I believe, of necessity one which involves cooperation. The frequency with which one engages in soliloquy, in the lyrical expression of one's emotions without thought of audience, is slight in comparison with the frequency with which one uses language as means of communication with others. Much of one's normal speaking and writing is done with the hope of influencing others in the social order of which he is a member.

The teacher of English at any level of instruction is conscious of the need of the cooperation of others if he is adequately to perform his own work. The primary teacher needs the cooperation of the members of the family in the home of his pupil. The high school teacher needs the cooperation of the primary teacher, of the home influences of the pupil, and of the environment of the playground. In a steadily cumulative manner, the college teacher needs the cooperation of all the foregoing agencies and of his colleagues as well. Indeed I believe it to be true that until the teachers of all college subjects are incidentally teachers of English the problem of poor English in the college will not be solved.

This problem of which I speak is without doubt common to all institutions. I do not assume that there is any one standardized remedy for the difficulty, though I have a strong feeling that the greatest improvement will be effected through some form of cooperative or concerted effort. Eleven years ago I sent a general letter of inquiry to representative colleges throughout the country, asking what remedial measures for the poor English of advanced students were employed there. It was interesting to observe that the majority of the letters expressed the need of aid for the English department from other departments and manifested dissatisfaction at the amount of such aid which was received. Only one institution reported no definite program for improving the quality of the English of upper classmen, and even here it was implied that instructors should refuse to accept poor written work from their students. The methods reported as employed for the improvement of the situation were various, including required courses in composition above the freshman year, the use of committees on written and spoken English with power to require additional non-credit work from students who were deficient in English, and junior examination in English composition through which

a student would need to reestablish his credit in English composition by presenting a satisfactory paper.

In the same year I wrote a general letter to representatives of the twenty-five different departments at Indiana University, asking for advice upon the possibility of closer cooperation in dealing with the poor English of our students. I quote from this letter:

"We in the English Department fully realize that in this important matter (i. e., the matter of improving the oral and written English of our students) the chief responsibility must rest upon us. I am increasingly of the opinion, however, that the best results can hardly be secured by our efforts alone . . .

"It seems to me of first importance that our students realize that the ideal of good English is not one to which the English department alone aspires. I am eager that our students realize that poor English will prove a handicap to them not only in English classes but in all classes in the University and in their later professional life, whatever this may be. I think it highly probable that a rather large proportion of the students who have passed through the required course in English composition may lapse back into bad habits again unless they are checked up later in other courses. It would seem to me that students who do notably bad writing in courses outside of English should have their grades lowered in these subjects as a consequence, and that where too serious cases are found students should even be sent back again and required to repeat English composition or its equivalent, or, in some way, to make up the deficiency."

A clear majority of those who replied agreed that it would be wise to subject advanced students to additional examination or to further training because of persistently bad English. There was, however, considerable disagreement as to exactly what remedial measures would be feasible.

Three years ago we adopted a new curriculum at Indiana University which contains the following requirements in English composition:

"Every student must demonstrate his ability to use correct, clear, and effective English. Freshmen and sophomores who are able to show this ability through an examination at the beginning of the college year will not be required to take work in English composition. Similar examinations will be offered at the end of each semester. In order to afford opportunity for adequate training in composition, three semesters of course work are provided, two in the freshman year and one in the sophomore year. Students who receive grades of A, B, or C at the end of the third semester of the course will not be required to continue in English composition. Otherwise they shall remain in composition classes without further credit until their use of English satisfies the department.

"All students in the College of Arts and Sciences will be given in addition, at the beginning of the junior year, an examination to test their ability to use good English. Those unable to demonstrate such ability will be required to do further course work without credit. No student will be granted the A. B. degree until he has passed this junior examination in English composition. Students entering later in the junior year and incoming seniors will be given a similar examination."

It will be noticed that the chief emphasis in this requirement is upon the actual achievement of the student. The requirement implies that no amount of credit in English is of significance if the student cannot use English effectively. It takes account also of the possible loss of facility in English on the part of the student in the later years of his college course and attempts to prevent the graduation from the university of any person who is strikingly deficient in the use of his mother tongue. Conversely, it seeks to reward excellence and to stimulate superior pupils in the high school to gain proficiency in English, in order that they may be freed from the routine requirements in English composition and may be allowed to elect such English courses as are most suited to their needs. It seems to us who designed the requirement that it invites rather closer

cooperation with our colleagues in other departments at the university and with the high schools in the state.

Since we are discussing cooperation, I might say, in friendly confidence, that in a large department it is not easy to secure **absolute uniformity in matters of grading, examinations, etc.** At the close of each semester we prepare grade graphs for the various large courses in which there are many sections. These graphs, without specifying the names of the different instructors, indicate the proportion of the different grades which are given in each section. There is often considerable variation among the different instructors. It is hoped that the instructors whose grades are strikingly at variance with those of their colleagues for the same type of students in the same course will be led to consider whether there may be an unwise standard employed in their own grading. The examination question in the large required courses are prepared by committees. The exemption examinations of the freshman year are conducted by a committee of three, whose personnel changes in part from year to year. If there is disagreement concerning certain papers, two additional members of the department are called in for consultation.

We feel that our present requirement is, for us, an improvement over the one which it has supplanted and that in attempting to work out our present plan in a satisfactory way we are arriving at a better understanding of our common problem. The requirement was designed first for our College of Arts and Sciences but has since been adopted in its entirety by our School of Business Administration and by our School of Law in all details except the junior examination. The School of Law, however, proposes to discover, in its own way, any advanced law students who are deficient in English and to provide appropriate remedial measures for them.

I do not forget that our general topic for discussion is "Possible Cooperative Measures Among Indiana Colleges and Universities for Raising Standards in English." Perhaps the best cooperative measure

which we can employ is for each college and university to make its own work in English as strong as possible, developing this work in the manner most appropriate to its own local conditions, and utilizing to the utmost all the cooperative agencies there present. One would, of course, hope that a student migrating from any one institution to another would be conscious of the same strong emphasis upon good English and would be increasingly convinced that a certain minimum success in English is essential for success in any other branch of study. One might venture to suggest more definite means of cooperation. An attempt, for example, might be made to secure a combined statement of the minimum essentials in English which the English department in Indiana colleges and universities regard as vital for college graduates. An attempt might be made also to exchange student's themes from institution to institution with a view to comparing and evaluating the corrections made upon the papers by teachers, since students sometimes complain that the weight given to different errors depends upon the idiosyncrasy of the teacher who corrects the theme.

Neither of these suggestions seems very practical, however, though the ideal aimed at is good. One idea does occur to me as feasible and desirable. This idea grows out of the conference in which we now sit. It has been my pleasure to attend one other such conference here at Indiana State Teachers College and I have found each beneficial. Why could we not develop an annual conference to which all English teachers in the colleges and universities of Indiana would be invited? I would suggest a week-end meeting in the spring of the year with a Friday afternoon session, a Friday evening dinner meeting at which, if possible, some speaker from outside the state would address us, and a concluding Saturday morning session. I would suggest also that in these meetings consideration be given to the problems inherent both in the required courses in composition and in the courses in literature where there are many sections of the same subject. It

should be very stimulating for us to meet each other in a group. The casual discussion which would arise at such a conference and the informal exchanges of points of view might prove to be even more valuable than the formal papers as forces which would lead to closer cooperation among English teachers throughout the state. I take the liberty of suggesting, Mr. Chairman, that you discover at the appropriate time what the view of this present group is toward such a conference. If the idea should find favor, I propose that a committee be appointed to arrange a program and other details. I wish, also, speaking for my department at Indiana University, to say that we would gladly undertake to arrange the first conference at Bloomington. There would be value in having the place

of meeting for later occasions rotate from college to college. I believe that the profit which those of us who are present today enjoy from this meeting could be extended to more people in the larger conference which I propose.

I conclude, then, with another expression of my belief that our task as English teachers inevitably involves cooperation. I closed the general letter which I sent to my colleagues at Indiana University in 1923 by saying, "I feel that if the whole University should launch a campaign for better English we might secure a noteworthy result." I can with equal sincerity close my present remarks by saying, "I feel that if all the colleges and universities in the State of Indiana should launch a campaign for better English we might secure a noteworthy result."

H. L. CREEK

Head of English Department, Purdue University

I am limiting my remarks mainly to college composition, not because I regard it of superior importance necessarily, but because I think the problems of composition are likely to be similar in all the institutions of the state and also because I believe we are more likely to agree about certain matters related to it.

What are the purposes of our composition courses? First, they should enable students to express themselves with the literacy and effectiveness expected of educated men and women. Second, they should develop the talent of students who have superior ability in writing, some of whom at least must do the literary and journalistic work of the future. Third, they should train adequately teachers who will go into the schools, especially high schools, and teach English composition to pupils who—some of them—will later come to us in the colleges for further training in composition. There are other purposes in our composition courses, but we can agree, I hope, that these three are important. What I shall now say chiefly refers to the first of these aims—

that of training students in literate and reasonably effective writing—though I shall say something about the training of teachers before I am through|

If we are to raise our standards in English—in English composition, let me say—we should first find out what our standards are. It would be possible, no doubt, by common tests, of which some at least would have to be objective, to learn about the preparation of the students who come to our various institutions from the high schools. Suppose we agree that the graduates of these institutions, entering the various professions in the same or similar communities, and necessarily in some competition for social, business, or professional success, should all have a similar minimum accomplishment in the ability to write English. It may be a wrong supposition, but I doubt if any one of our institutions would acknowledge that its graduates should not be equal to those of its sister institutions. With this supposition, then, it may be assumed that Purdue University, attracting students with

mechanical tendencies or with interests in agriculture, or pharmacy, or home economics, has freshmen who at the outset are less well-prepared than those of Indiana University or Earlham College or the teachers colleges, and therefore has more to do to bring its students up to a reasonable standard than have the departments of English of other colleges. But is the assumption true? Are Purdue students inferior in their preparation? And if so, how much inferior? It seems to me we might well try to find out. If we knew, we should see our task more clearly.

As a matter of fact, Purdue University has already done some testing that seems to indicate a negative selection—at least of students entering certain courses. We know that students entering the chemical engineering course are superior students in English—superior to students in mechanical engineering, electrical engineering, or civil engineering. We have figures that prove this superiority. We know that our women are superior to our men—at least in knowledge of the mechanics of composition. On the other hand, we know of certain groups whose preparation is not much better than that of high school freshmen. But we have only a vague idea about how our students stand in relation to students in other institutions of the state. I should like to know, and I think that it would be worth our while to find out, and we could find that out in a year or two of cooperative effort. And I think the teachers in each college of the state would like to know, and would find it useful to know, how the students they attract are prepared as compared with the students of other institutions.

But that would be only half the testing program and perhaps the less important half. We should also want to know how our students stand after we have trained them. Suppose we assume that the standard of the students passing the composition courses of Indiana University be regarded as a norm. Are the students whom we approve at Purdue, or whom you at other institutions approve, prepared to compete in life with the students of Indiana Uni-

versity or will they be at a disadvantage because of possible lower standards? And if they will be at a disadvantage, to what extent are we as teachers responsible? I think we can find out. And I think, too, that finding out will put us on our mettle and make the teachers at least determine that they are going to do their part in maintaining proper standards.

Indeed, we may learn more than we now know about the standing of students in Indiana colleges—both when they enter and when they have passed—as compared with the students in the colleges of other states. I remember that the chairman of a freshman composition course in a neighboring university told me some years ago that the Indiana students coming to that institution were not equal to the other freshman students. There may be some information about the relative preparation in English of Indiana high school graduates available, but not much is known to me.

But after we have learned by tests how good or how bad our students are in their written English when they come to us and when we dismiss them from our courses as having satisfied our requirements, the teachers of the state may still help one another to raise standards by conferring and perhaps by common action. Let me give an example. For some years we have been of the opinion that a weak spot in our English teaching has been the lack of an adequate motive for good writing in courses other than English, so that students who have passed two or three courses in composition may write illiterate letters to the president of the university and may disgrace us in other ways. We have had a committee to treat these back-sliders, but only a few have been discovered and still fewer have been reformed. Evidently, more stringent measures were necessary. We wrote to a few other institutions asking what they were doing. I discussed the problem with Professor Stith Thompson of Indiana University. We finally set up a mechanism based largely upon the experience of Iowa State College, modified according to suggestions from Indiana University and our own experience, by which

the writing of all students not in our English course is regularly scrutinized and marked. In certain instances additional instruction is prescribed. We are putting energy and some money into this plan. It may be that other institutions in the state have the same problem and have tried to meet it in other ways. It may be that knowledge of the experience of other institutions would enable us to avoid mistakes and to save time in working out our plan. At least we should exchange ideas and experiences more than we do.

And now a word about training teachers of English for our high schools. In the long run the effectiveness of our work must depend in part at least upon the effectiveness of the teachers whom we send into the schools. I imagine that most college teachers would agree that meeting the requirements for a teacher's license in English in this state does not indicate adequate preparation. More than once the very speech of a candidate for such a license has filled me with dismay at the prospect of some future high school boys and girls; yet the candidate may have passed successfully—probably with the lowest

passing grade—two courses in English composition and a few elementary courses in literature. Are not the college teachers of English under obligation to determine for themselves what the training of high school teachers of English should be, and then make some effort to see that teachers who are to become teachers of English in high schools shall in the future have this training? Perhaps departments of English and departments of education could join efforts in this matter, at the same time reaching an understanding with each other regarding their respective shares in the training of teachers and learning to cooperate more effectively than they do now. If improvement in the training of teachers of English could be accomplished, in time it would help to bring about the improvement of standards in college English which we are talking about.

Most college teachers of English are hostile to machinery in teaching. They are afraid of organization. I suppose I share the prejudice. But I should be willing for the department which I represent to share in the work of one, or two, or three committees attacking a few of our common problems.

CHARLES E. COSAND

Professor of English, Earlham College

In thinking over the many conferences on the teaching of English, one is impressed with the great amount of time given to the subject of composition as compared with the little time devoted to the teaching of literature. Are we over-emphasizing composition? Is literature too elusive to lend itself to definite methods and limitations? Or have we through inertia failed to attack the problem vigorously and effectively? Whatever the situation may be, can we not profitably spend ten minutes suggesting some methods of energizing the teaching of literature in Indiana colleges through an enthusiastic, cooperative study and a frank exchange of opinions?

A survey of the schedules of the English departments of the Indiana colleges reveals

considerable disagreement in content, methods, and aims. Possibly this is as it should be, but a friendly exchange of opinions defending our practices, confessing our failures, and expressing our hopes, would be to many of us a valuable experiment.

For example, some colleges are experimenting with the greatly honored and much maligned survey course. The place this course occupies depends directly upon the ultimate aim of teaching literature. In colleges that consider the chief aim of studying literature a proficiency in names of authors, titles of books, dates of great events, the survey course is very important. In schools that look upon literature as an art for which an understanding and an ap-

preciation must be developed the mechanical survey is of slight value.

Those experimenters who are aiming at appreciation in its larger meaning are finding one serious handicap in our educational system. The fine training in classical literature once given and required has gradually diminished until it has almost disappeared. The sources of great literature are practically unknown to the average college student. Why should we not use the time formerly devoted to the survey course in reading some of the world masterpieces of literature? A student cannot develop a truly appreciative or critical attitude toward literature as an art without this background.

How many of our students know by actual reading, the *Iliad*, the *Odyssey*, the *Hebrew Bible*, the Arthurian legends, the *Aeneid*, the *Divine Comedy*, *Don Quixote*, the *Faust* of Goethe? What a tragedy for a student to try to know literature without the aid of this illuminating background. Such an equipment gives to the student a self-respect and confidence in approaching and discussing the problems of literature which nothing else can do.

If to this be added the usual type and period courses so well planned and wisely chosen that the whole field of English and American literature is comprehensively covered, the student should end his four years of study with an understanding of literature that gives him the power to read, interpret, and criticize for himself.

However, some of us feel that to this should be added at the close of the senior year an organizing or synthesizing course which would weave together the separate threads of the courses that would give a sense of orderly structure and purpose of the whole. To those who feel keenly the value of the survey course the central idea of such a study could well take the heart of the former course. Where this is being tried the results have been very satisfactory. The greater maturity of the students makes it possible for them to bring to

the class discussions an amazing wealth of material in the fields of history, economics, philosophy, science, art, and music which when properly assembled creates a real background for the survey. Furthermore, their ability to reason and philosophize gives them a meaningful and impressive idea of the various periods and demonstrates thoroughly the fact that literature is an effective and beautiful expression of life.

Would not such a plan as this prepare our English teachers in high school for more efficient work than they often accomplish? Surely they would bring to their teaching an enthusiasm and an interest that would inspire in their students a love and respect for literature that is not always present today?

And now may I suggest one more topic which I hope will be considered more fully at a future meeting. This is the question of a comprehensive examination. Some of us have thought and dreamed of the additional motivation and the strengthening of scholarship which this would bring both to students and to teachers. It has been tried more or less successfully in various places but always in an isolated form. Would it not be a noble experiment to have the English departments of all the colleges in the state working together on a system of this kind?

One of the great obstacles to its successful operation in the smaller colleges is the additional expense it would entail. Would it be possible for the Indiana colleges to become sufficiently enthusiastic about this to volunteer our services as examiners on an exchange basis so that students could have the added zest and thrill of being tested by teachers outside their own colleges? This of course would mean some additional work, but I should like to try the experiment.

In the foregoing questions and plans together with many others that could well be added I feel that state wide conferences of our college English teachers could be made profitable, challenging, and vital.

HOME ECONOMICS

Vocational Building—Room C-2

LOUISE GILLUM, *Associate Professor of Home Economics, Indiana State Teachers College, Presiding*

EXPERIMENTAL METHODS IN THE CLASSROOM

LETTA WAMPLER

Junior High School, Vincennes, Indiana

Informal talk on experimental methods as the outgrowth of regular classroom procedure used in the teaching of home economics to girls and boys.

I. Purposeful planning

- A. For health (Health)
- B. For thrift (Wealth)
- C. For intelligent living (Happiness) in relation to teaching
 - 1. Foods
 - 2. Clothing
 - 3. Home and family in preparation for community life

II. Methods used for

- A. Effective teaching through
 - 1. Personal interests
 - 2. Understanding of problem
 - 3. Ability by performance

- 4. Skill in performance
- 5. Judgment
- 6. Appreciation of, or evaluating results in light of, fundamental principles involved

- B. Saving time
- C. Utilizing space
- D. Supplementing money and supplies

III. Special projects as developed in the classroom

- A. Health
- B. Clothing
- C. House
- D. Foods

IV. The look forward—new opportunities

- V. Questions by group

INDUSTRIAL ARTS

*Vocational Building—Room B-1*FRANK J. FESSENDEN, *Student, Indiana State Teachers College, Presiding*
PROBLEMS THAT FACE THE INDUSTRIAL ARTS TEACHER AND
HIS PREPARATION

GEORGE F. WEBER

High School, South Bend, Indiana

We are living in an age when all about us changes are being brought about in rapid succession. There is change in our social life. There are vast changes going on in the economic world. A decided change is going on politically. Unbelievable changes are being made in industry. Schools for the most part in the past have at least reflected in part the advances made in civilization; we might expect then to see, before so very long, some corresponding changes in our educational systems.

To get so vital a subject before this group, I shall want to quote some half-dozen paragraphs, copied from the educational literature of the day. If we cannot always be at the front, where educational issues are getting a hearing, we can at least, in the educational literature of the day, keep in close touch with how those issues are progressing and keep modifying and developing our own philosophy.

Educators have often shown utter indifference to a sound policy of public relations. If parents do chance to visit the schools, we often hear them say "I didn't know that history could be made so interesting," or "I don't know, that *child care* was a part of the home economics work." We often hear a statement similar to this, "Why don't the schools give the public more information on what all of this education is about."

Dr. Dewey in a recent talk said as follows: "If the public sees that educators are awake to the situation and are trying to do their part to meet the new situation, there will be hearty support for changes that

would have aroused an opposition impossible to overcome a few years ago. Unless I misjudge the state of public opinion, the mass of the people are hoping that the idea of the New Deal will go much farther."

Dr. Morrison has very recently said: "In the long run the people must choose between schools and something else; no matter where the money comes from. Schools must transmit the essentials of civilization for the safety of all, such at least is the reasoning of the courts."

Dr. Moehlman says: "We need a new teacher, well balanced and fearless, with an understanding of the times in which he lives and to which he must contribute—a teacher with both equipment and vision."

Another quotation reads: "Schools must maintain adequately trained and staffed research departments. Education in the future will demand our very ablest men and women as leaders and workers. Length of the training period for teachers will eventually be equal to that of medicine."

We are further assured that the compulsory age limit for attendance at school will be materially raised in the near future. The majority of our eighteen and twenty year old boys and girls are more apt to be found in the future *inside* our schools rather than outside as at present. Day schools and evening schools alike will be open to adults. Equal educational opportunity will be afforded to all—as much as can profitably be assimilated.

"Our schools in the future must do more to overcome public complacency towards crimes against the person, toward wide

spread cynical malfeasance in places of trust, toward laxity and outrageous breach of faith in government and toward economic and financial illiteracy." All this is a real challenge to the schools.

Leisure time is more of a problem than ever. There are those who feel it should not be considered as leisure, but rather as *released* energy, which must be put to work understanding more comprehensively the physical, natural, and spiritual life we live. Because of the variety and number of new fields opened to human beings continuously education cannot become static.

In order to deal more directly with the specific subject this paper is to discuss, let us see whether any changes are noticeable in our shop courses or as we more commonly speak of our work, in the field of industrial education. If we are teaching shop work *today*, and expect to teach shop work in the future, much as we have been teaching it ten, or twenty years ago, then I am sure we are not giving the subject an adequate amount of attention.

Let me not be misunderstood here. I do not want to say that industrial education alone needs study. All of our curriculum materials must subject themselves to most extensive and intensive research. My worry is, that shop men may not sense an obligation on their part to keep ever on the alert for changes in their work that will assist the youth of today in better adjusting himself to life.

Let me state, also, in passing, that never in my thirty-three years of teaching, have I noted so much energy expended by teachers in all departments in subjecting their special subject materials to such close scrutiny for their functional values and searching everywhere for additional new materials.

In the past students have been led to believe that the teacher had the right solution for everything. Now they are learning that they must find their own solutions, that they must help initiate problems, hunt the facts, discuss them pro and con, test their judgments, and thus arrive at conclusions more or less their own.

Some are even so bold as to predict that

special subjects in our curriculums cannot long persist. For all these years, history, geography, mathematics, etc., have been carefully kept segregated one from the other. Teachers are all jealous of their specialized subject matter, yet after students leave the school room, they find the problem outside of school made up of a mixture of all. This of course leads to the other extreme, where the social studies people, for example, say that the only way out is to make the social studies the core of the curriculum, and let such other functional elements from other subjects be contributory to this central core.

At this juncture, however, I shall limit my discussion more especially to the implications all of this may have for industrial education.

To those who are familiar with the history of the industrial arts movement in this country, I need not point out some decided changes that have occurred since its introduction some forty years ago.

At the very outset success of shop work was entirely dependent on the teacher. The old style manual training with emphasis on formal exercises was not of itself attractive to the average boy. The teacher was compelled to devise all sorts of rewards to keep the student at work on something in which he was little interested. Neuro-muscular activity meant little to the boy. He was not interested in skills alone or in formal exercises.

It soon became evident to teachers that some fundamental change must be made if shop work was to endure. Accordingly a shift of emphasis became noticeable. In place of formal exercises, the boy was encouraged to build something useful, that could be put into service at home. This was a great improvement over the old fashioned manual training. The boy took an interest in the thing he was building. This type of shop work, commonly spoken of as the "project type," has persisted to this very day. We, as shop teachers, are constantly engaged in a mad hunt for a variety and an originality of projects. Countless books have been published with ever more and more projects. Scores of teachers are pre-

paring still more books with yet more projects.

So intent have shop teachers become on the project itself, that many opportunities of greater value are being overlooked. Rather careful inventory is being taken at the present time of the whole educational system, and I am sure that we as teacher training institutions and as shop teachers should examine our work most thoroughly to see that the results we obtain have recognized educational values.

Dr. Morrison says: "Subject matter that does not need the intervention of the teacher and the school is generally not worth while as learning." Much of our project work in so called industrial arts education is not real education at all. Education to function properly must be chiefly directed at the growing personality rather than at effecting changes in materials only that are all external to the boy. In the project type of work there is little that a boy could not do in his own home workshop. If the emphasis in our industrial arts work continues to be built chiefly around projects—then we shall have difficulty in justifying this type of work when the curriculum is investigated for real educational values.

Education has moved along until a teacher-centered or a project-centered school will no longer suffice. We are face to face with the child-centered school and teachers colleges and teachers in service must change their industrial arts work accordingly.

The whole problem of teacher training is an enormous task. A paper of this sort could not hope to accomplish anything definite if it would attempt to spread over too much area. I pause just a moment to enumerate a few of the points that I am sure most teachers colleges emphasize.

First of all I am sure that teachers colleges want their students to know just what place industrial arts should have in the curriculum and what educational values it has for the boys who enroll for such work. If there is no common agreement on this phase of the training program, then we may expect a large variety of types of industrial arts work. Students must know shop plan-

ning and shop equipment. They must know how to devise and use all sorts of instruction methods and instruction aids, especially all types of instruction sheets. They must be familiar with reference materials and the sources from which they may be obtained. They must know how to specify and where to obtain the various kinds of raw materials that are most commonly used in shop work. They must know about shop accounting. They need courses of practice teaching under competent critic teachers. They must know something about a testing program so that they may be able to ascertain how their program functions.

As important as most of the above mentioned items may be, I should want the teachers colleges to emphasize above everything else what "real learning" consists of. Every prospective teacher must know what the learning process is, what the necessary concomitants of learning are and how to arrange content materials so real learning takes place. Students of industrial arts work must know basic educational philosophy, so they may arrange their shop courses accordingly.

Practically all states are not requiring four years of college training before licensing their students for teaching. This amount of time should allow for certain courses that give a cultural background for the teacher. Then too, the prospective teacher will want to know something about modern industry and industrial trends; something about economics, drawing, design, art, mathematics, and science.

If a check list were made of the points mentioned above, I am certain most teacher training institutions would rate rather high when checking such requirements against their prescribed courses of study. I might conclude this paper by amplifying each of the above items in one or more pointed paragraphs.

Instead of covering a multitude of points, and giving each point a mere mention, I have chosen to select just a narrow phase of industrial arts training in the hope of stimulating a discussion on a problem very vital to our work. I shall not take time to commend the teachers colleges for the very

excellent work they are doing, but I have chosen rather to be critical of a few points in the hope that our study may result in better preparation of shop teachers.

Many colleges, especially technical and professional schools, during the rather recent period of increased school population, have materially raised the standards for graduation. However, I should like to see a comparative study made to see if teachers colleges quite generally have similarly raised their standards. My opinion is that teachers colleges are accepting students with less ability than they are being accepted in professional and engineering schools. Many students choose to go to teachers colleges because they are afraid of failure in the other type of schools. I shall not develop this thought at this time, but it is a subject that would lend itself quite definitely to extended study.

Let us next examine the various subjects offered in the teachers colleges. Because of the manipulative type of work, mediocre students are attracted especially to the shop departments, and for this reason it is quite possible that those preparing as teachers of industrial arts might be among the lowest ranking of all the graduates.

To make my point more explicit, let me illustrate. A student choosing to major in mathematics, for example, will find that closer application to successive courses is quite essential, because of the dependence of earlier courses on succeeding ones. In industrial arts there is no accepted succession of courses of increasing difficulty. As soon as a student completes a semester or two of work he is obliged to drop it because the average industrial arts course requires him to get the elements of a large number of more or less unrelated activities, rather than pursue a single activity for a longer time. One college, for example, lists the following subjects in the industrial arts group as a requirement for graduation which every student must take: *woodwork, mechanical drawing, sheet metal, home mechanics, cabinet making, woodfinishing, forging, foundry, woodturning, pattern-making, machine shop, and printing.*

Students in teachers colleges who are

permitted, yes required, to deal in successive semesters with just the elementary beginnings of always new types of activities, never attain to that level in any activity, where keen mental ability is a required asset.

In many teachers colleges the same instructor, because of small enrollments, is required to teach many different activities. He does not have the time to *give* advanced courses and cannot qualify in all departments to give advanced work.

In the preparation of industrial arts teachers most teachers colleges require students to spend an unwarranted amount of time in shops for the most part acquiring elementary skills. The projects they are required to build are often of the most elementary kind, such as would be required of grade and high school students, rather than projects which are tests of abilities on the college level. There is no justification in educational values in devoting so much of the student's time to this project type of work.

If an extensive study of a large number of junior and senior high schools were made to ascertain what types of industrial arts work were being given I am sure it would prove that teachers were stressing the material product of the shop rather than directing any large part of their attention as how the work might be adapted to meet situations and problems that arise after the boy leaves school. It might be quite proper at this point to review for a moment some of the conceptions held by our leading educators to see what light it might throw on present practices in our industrial arts work.

Many times we hear the question asked: "What are schools for? A brief answer to this question might be as follows: Everyone is born into the world with an innate trait called curiosity. This inner urge, however, is not powerful enough, nor will it function long enough along lines that are profitable. Hence, the *school* has been set apart to set up worth while objectives and teachers have been employed to set up motives and goals which will stimulate the individual to a type of activity not calculated to satisfy

casual curiosity, but effect real personality adaptation, so that the individual will be brought into a state of better adjustment to environmental conditions which he must meet.

In our project-type shops we allow native curiosity to spend itself on myriads of things, the novelty of which gives the student a sense of personal satisfaction which many teachers mistake for worth while education. Many times such shop work might better be considered as mere busy work—entertainment rather than education. My contention, therefore, is that industrial arts subjects as now taught are superficial, do not lead to reflective thinking, do not prepare the student adequately to meet problems of later life. The educational implications that are inherent in industrial arts subjects have not been adequately recognized by teacher training institutions nor by administrators and teachers in service. We have not kept pace with educational progress and with educational philosophy.

Some years ago The Teacher Training Council of Wisconsin was set up to reorganize and correlate the various teacher training curricula. After four years of labor the committee was forced to make the following statement: "We got nowhere in our discussion or work. Regardless of what approach we used or the subject under discussion, no agreement on any phase of teacher training was possible. All members had different points of view, different objectives. Through sheer necessity, therefore, we dropped the outline and set out to develop a philosophy of education to which all might subscribe and one that would give us a basis upon which and from which we might proceed."

I want to quote further a few sentences from their report to show that education after all functions only as it centers its attention upon the *growth* of the individual. According to their formula for education a boy might spend years in a school shop, building everything from a mere toy to an elaborate piece of period style furniture yet show small progress educationally. The excerpts follow: "The most acceptable idea underlying educational objectives is

the growth of the *individual*, so that he will act as wisely as possible in the social groups and make the greatest possible contribution to society. . . . This idea of growth through critical thinking fits in with democracy. . . . The teacher's attitude should be that of inquiry, of problem solving. An educational set-up must be judged solely from the amount of self-directed activity it stimulates in the contemplation of worth while problems. It is generally agreed among psychologists, (1) that transfer of training is possible, but not automatic, (2) that the amount of transfer depends on the intelligence of the child, the nature of the learning experience, and the technique of the teacher."

Many shop teachers have a feeling that because their students are apparently more interested in their shop work than in most of their academic work that the shop work is, therefore, more valuable. Because boys are getting satisfaction out of their shop work does not warrant such conclusions. Selvidge says: "The problems must be solved through thought and reasoning, and this involves a method quite different from that in developing skills. Many teachers fail to distinguish between these procedures. . . . A dull individual may get enjoyment and pleasure in the shop, provided he is not too carefully observed by the instructor and ideals of success are overlooked. The pupil is getting along and may be happy and satisfied but he is not achieving as we know its meaning."

For the benefit of those who feel that the project, the thing the boy builds with his hands as an end in itself, has large educational values, let me quote a few more paragraphs from educators in the general field of education, so we may see how industrial arts objectives and methods fit their definition of education.

Kilpatrick says: "The world of change most of all needs thought. Pupil enterprises properly directed call forth thinking, and they exercise and test it as does nothing else. At each stage is thought necessary and in each stage does thought get inherent direction. Thinking is thus woven into the

very warp and woof of the pupils' lives and characters."

Judd says: "In shop work, as in the case of other subjects, it is evident that no inherent characteristics of the course itself brings advantage to the pupil; advantage appears or fails to appear because of the mental processes which the pupil cultivates during the course."

Morrison says: "Factual and experimental material is useful in effecting adaptations, but very *properly* and quite *promptly* fades out of memory. Convictions are established by means of concrete illustrations out of which arise or fail to arise attitudes which become the real and serviceable product of learning. If the school emphasized mere memories of isolated facts, without any modification of attitudes, then there is no learning, no educational value."

From the above quotations it would appear that a school shop that emphasizes the material product should not lay extensive claims to its educational values. However, shop subjects can and should quite readily adapt themselves to this changing conception of education. The shop provides a unique setting where examples of life as it goes on without the school may be reproduced. We may need to substitute another term for the word *shop* because of its close association with production, with fabrication. One school has already made such a substitution and is using the term *Laboratory of Industries*.

Most of the interest that boys now exhibit in our shops in the making of projects can be readily preserved for the problem-solving type of instruction. The industrial arts subjects adapt themselves most readily to this type of instruction. Leading educators support this contention as may be seen from the following quotations: "Knowledge gained from direct experience," is what Whitehead has called, "the ultimate basis of intellectual life." Strickler says: "The starting point in thinking is a problem, a perplexity, a hitch or failure of *things* to work out properly. . . . Contact with *things* weaves the real fabric of thought. Nearly all thought has to do with *things*

and their relationships. Industrial arts works demands considered observation, a process used in but a few of the subjects of study."

Carr says: "The method of 'learning by doing' is the only method that can be employed in the early stages of mental development, and it is the method from which all other types of learning are derived. Its use, however, is not confined to the early stages of mental development."

Judd has noted the futility of much of our shop work and has summed it up as follows: "We may describe the situation as it frequently appears in shop subjects by saying that there is no progressive enlargement of the scope of work in successive courses. . . . A second course is not likely to be any more instructive to such a pupil than was the first." He continues by saying: "The remote and difficult acts of life are prepared for by devising steps or stages of learning, each one of which is near enough to its predecessor to be mastered without discouragement."

With these excerpts of a philosophy of education in mind let us examine our teachers colleges to see wherein lie their shortcomings as training institutions, especially as it may relate to industrial education.

In the first place, students of industrial arts courses in many colleges are forced to spend about a third of their four year course in a great variety of rather elementary shop activities. The acquiring of skills and the making of various projects are not comparable to, a sequence of subjects pursued as, for example, by students in preparation for medicine or for engineering. Much time now spent in gaining shop experiences during the college year at rather large expense to the student might be obtained during the summer months, and might, perchance, provide a monetary reward for the work. The college might set up standards and test such abilities before accrediting this phase of his training.

If an examination of the courses of study of teachers colleges were made, it would be found that many of them require little or no mathematics and science, courses which

find innumerable applications in industrial arts education. Courses in electricity, in machine shop and machine design, in architectural drawing and in aeronautics, for example, cannot be given effectively unless the mathematics and the science involved are understood as well.

Teachers colleges base their training courses largely on basis of calls as they come from the field. They say, in effect, to teachers who are beginning their college work in preparation for teaching, that the more subjects they qualify for, the better are their chances for securing their initial job. For the same reason an academic teacher should then prepare himself in a great variety of academic subjects. The calls from the field are not based for the most part on any educational significance. When a school system introduces a form of shop work they follow rather blindly some system comparable to their own. For an unwarranted number of years woodwork was the one shop activity found in practically every school with any shops at all, yet to my mind it has by far fewer real educational possibilities than most other types of shop work. For a college to substitute a very mediocre training in industrial arts, spread over the elementary phases of a wide variety of different shops, so a student may qualify for his first job probably means that a real study of the situation must point out a much better practice. At the present time we are told that two thousand teachers, many of them well trained, are unemployed because not sufficient jobs are available.

Engineering colleges have made a careful study of the various fields of engineering and have selected basic elements common at all fields, which constitute the first two years of work and which are required of all students no matter what type of engineering they propose to do later. Medicine and law have done much the same thing. *Since most shop subjects now being taught in schools have much in common, my thought would be to analyze such activities and assemble all common elements for use in the initial years of industrial arts prep-*

aration. Such a study would very probably give mathematics and science a very prominent place on the program. The first two years of training for the industrial arts teacher might probably not differ greatly from the courses now outlined for engineering students. Such a course of study would fit a student for other activities should he decide to change his mind about teaching after the first two years. The training the average industrial arts course at the present time provides does not prepare the student for anything but the teaching of elementary shop work. If he fails to obtain a job at teaching, his training discounts his chances of obtaining a suitable job.

The last two years in teachers colleges should require each prospective teacher to specialize in some one of the school shop fields. If a student chooses to become an instructor of machine shop or of machine design, much of his training should be as intensive and as extensive as is usually included in the field of mechanical engineering. If he chooses the electrical work, then he should prepare himself for such work much as the electrical engineer prepares himself. If he choose architecture, he should have the courses that have been found most practical in the training of architects.

For the most part we quite generally underestimate the ability of high school students. We as teachers are often satisfied with a minimum of effort because we ourselves are not prepared to see very clearly the successive goals in each type of shop activity. "The remote and difficult acts of life," quoting Judd again, "are prepared for by devising steps or stages of learning, each one of which is near enough to its predecessor to be mastered without discouragement." The instructor assigned to the teaching of electricity, for example, in the industrial arts department of the typical teachers college does not have specific training to prepare content for an electrical course according to the Judd formula. In most cases they fail to see the educational significance so abundantly present in the

electrical courses and relegate it to a par with woodworking and spend a semester of very valuable time in having students build an electric toaster and a bellringing transformer, without troubling much to see that the student understands the principles involved. The problem solving materials and the educational implications so uniquely tied up with courses in electricity are overlooked entirely. Even if a teacher of electricity is never called upon to use any large part of the experience gained during his training period, yet his overview of the entire field and the training he himself has derived from such a course are valuable in arranging content materials in effective educational sequence and in properly setting up long range goals.

Let me, in conclusion, point out the training of industrial arts instructors in a high school with which I am acquainted. The machine drawing instructor is a graduate of mechanical engineering. He was employed for three years after graduation in various industrial connections. The instructor of architectural drawing is a master's degree man in architecture from one of the leading architectural schools of the country. He spent five years after graduation in the offices of various architects. The instructor of electricity is a graduate of electrical engineering and was an instructor of electricity for four years in the college from which he graduated. Of the two instructors in machine shop, one is a graduate of a four year standard college, with two and a half years additional spent in an engineering college, and the other is a graduate of an engineering college. The instructor of aeronautics will receive his degree from an engineering school within a year.

These instructors know their subjects. They know what is expected in their respective fields in the world outside the school. They can arrange content ma-

terials for as many years as a student wants to elect work in their departments and arrange such materials logically and psychologically. There is no need for busy work, no interest in the project for the project's own sake. There are problems, ever increasing in difficulty, to which the boys must get a solution. They must secure their own data, make their own mathematical calculations, apply principles from science, seek our vital relations, draw their own conclusions, and finally, with the aid of equipment, demonstrate the validity of the their conclusions.

Mechanical drawing in this high school does not consist of a series of plates to be copied. It is rather the writing up of the experiments after the problems are solved. The electrical department in its entire two years does not bother to build a single project. The beginning work in all of these shops is calculated to be of rather general use about the activities of life in general. As the work progresses it is more definitely related to problems that arise in the specialized trades.

We often hear it said that teaching does not offer a sufficient reward to attract real ability into the teaching field. With the many changes that are being made in what virtually is an economic revolution, education will be called to play a major role. More money, rather than a lesser amount, will be available for school purposes. There will be effective education for the adult as well. Education and educational leadership will be the balance wheel of the social order. Our schools of the future will demand men of intellect, of character, of influence. They will offer rewards for such service sufficient to attract such personalities into the work. Teacher training institutions will extend their research departments, will revamp their training program, and will prepare teachers for effective work in a profession that is just coming into its own.

LATIN

Main Building—Room B-39

GERTRUDE EWING, *Instructor of Latin Education in Indiana State Teachers College Training School, Presiding*

HOW CAN WE IMPROVE OUR LATIN TEACHING?

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The serious trends of educational affairs are challenging the attention of every teacher who is loyal to the best interests of the nation. Most teachers are aware that we are in the midst of a crisis of affairs in public education. Reduction in the teaching staff and shortening of the school term in many places have greatly increased the difficulties of teachers and lessened the prospects of achieving satisfactory results under such conditions. We are confronted by the problem of modifying our course and the methods in our procedure so they will foster social understanding and will satisfy the demands of society rather than give information on the prescribed subject matter. It is the Latin teacher's inalienable right and privilege to have the student reap real enjoyment from his study of Latin. We must foster every available device to visualize and vitalize our subject ever keeping in mind the realization of the fact that back of any method of instruction a love for the subject and an interest in it must be created in the pupil.

It would seem that the status of Latin in our high schools is considerably better than it was in the years just preceding the Classical Investigation. It is doubtful whether the traditional masters with ferule in hand ready to mete out conjugations and declensions could have advanced any objectives for the pursuit of Latin. The scientific age in which we live demands the inevitable "why," far different from the days of traditional Latin.

One of the most pertinent problems confronting the Latin teacher is that of successfully motivating the teaching of Latin.

The old argument that Latin is not interesting is indeed a fallacy and should be proven such by the teacher. The fact that Latin requires concentration and application is an argument for it, but the ease with which we get the pupil to learn is truly the keynote. For many years language study has been largely occupied with the study of the derivation of words and in tracing their relationship to the parent word. The student of today must try to get light on his subject from many sciences. We are more nearly approaching the idea of unity of learning. It is upon the teacher of Latin that the task of bringing this about falls. The second-year high school student should find his knowledge of Latin useful in every department of his work. In chemistry the elements have Latin names; in physiology the bones, the muscles, and many parts of the body have Latin names. Latin is not an end in itself, but a means to an end.

In spite of modern languages, science, and other subjects in the curriculum, Latin is still taught in our schools and the students who graduate from the courses of which this subject forms a part are still filling conspicuous places in the business world. Latin teachers still exist.

What is more fitting than to speak first of the teacher in relation to his subject? Preparation is a matter of more than ordinary concern. To be moderately proficient the teacher must have years of training in the language itself and in associated subjects. Preparation must be extensive and intensive. Teachers of Latin often creep into the work with a preparation in the

actual subject which includes no more than the reading of the few authors to be taught in the secondary school. Their lack of acquaintance with other authors unfits them to appreciate much that is best in the writings taught. Then often the teaching of Latin falls into the hands of persons whose main interest lies in some other field.

The question, What preparation is adequate for the teaching of the first six books of Vergil? often arises. The significance and consummation of the poem is found in the last six books and the first six can be most fully appreciated and interpreted by the teacher who is familiar with the last six. Our main interest must center on the reading and interpreting of the poem. The reading must proceed so slowly that few students have a very coherent idea of the events when the year's work is done. It would be far better if we could discover Vergil's purpose in writing the poem and watch, as we read, how he has worked out his purpose. The life of Vergil and the tendencies of the time in which he lived are phases of study to be considered in the hands of a skilled teacher. There are numerous collateral themes which may be brought into the method of procedure. An outline of the Trojan war and a brief resumé of Roman history will enable us to place Vergil and the Augustan age in their true relation.

Some teachers are content to ask mechanical questions and they don't realize the golden opportunity overlooked. The teacher can make Vergil a real person with the same purposes and passions as a man of our own age rather than the author of puzzling and uninteresting Latin words. If each of us can discover the way to make Latin the real thing to the pupil, there will be no disappearance of it from our schools.

The first consideration of every Latin teacher should be the thorough teaching of the language. However, in teaching Vergil's *Aeneid*, there is a glorious opportunity to reveal the bounteous content of the beauty and knowledge. The study of this poem can be made the most practical, interesting, and cultural subject in the high school curriculum. When the first day's

lesson on translation of the poem is assigned students can be led to see what the subject of the whole book is stated in the first verse—*Arma virumque cano*; that the wanderings of the hero occupy Books I to VI and his wars for supremacy occupy Books VII to XII. The teacher can profitably outline the work as a whole at the beginning of the course and the students will not finish with the idea that there are only six books.

Scrapbooks containing numerous pictures with appropriate quotations from the *Aeneid* may be made under the skillful guidance of the teacher. In the fourth year the new vocabulary, rhetorical figures, and metrical rules must be mastered and should in no way be sacrificed. But an endeavor should be made on the part of the teacher to give the pupils the best possible understanding of the poem, of the customs and institutions of the Romans as Vergil presented them.

The study of Cicero is the most human of all the Latin courses in high school because it shows us problems similar to our own. It is unfortunate that only the orations are usually read in high school classes. Translations of some of his letters are always enjoyable, for they are a change and the pupils like them. In these we see him full of love and affection for his family and friend Atticus.

It is too bad that the philosophy of Cicero is often ignored. However pressed we are for time, we can't afford to leave it out. His understanding of Greek philosophy and his transmission of it to his own language and people is perhaps one of his greatest works.

A more intense study of Catiline's character and motives is essential if the teacher is to present the greatest lessons. When the teacher is past-master of the mechanics of his subject matter, then he dares venture into these broader aspects of the study.

A wide acquaintance with the history of the nations of antiquity and of the Romans, of their customs, of the geography of the Roman world, and a knowledge of Roman architecture including public works which means an acquaintance with Roman history

should be included. The teacher of Latin should have a varied scholarship. A fund of information based on a thorough study of the Forum, Roman roads, aqueducts, Roman customs, festivals, and various aspects of Roman life will give a keener insight on the subject.

The teacher of Latin must have an admiration for the people and the Latin language. The setting is different and it is his duty to inspire his students with an insight into the spirit of the Romans.

A wise and far-seeing teacher will avoid unnecessary difficulties. If our teaching is to be successful, we must anticipate the difficulty and explain the difference between the Latin and the English. Each step in the process involves effort and perseverance. Our weakness as teachers is giving students credit for knowledge they do not possess. We take for granted they know things which are not comprehended. We should be skilled in sensing how puzzling are the countless allusions to manners and customs which are entirely unfamiliar to them. Careful consideration of ways of approach is involved. A discerning teacher has a wonderful opportunity to introduce some bit of enjoyment in a day's lesson by telling a story, by taking an imaginary trip to a Roman theatre or battle, by spending a few hours in the Forum. These are vital by-roads to enjoyment of the study.

A knowledge of the value Latin has in the catalog of subjects aids our enthusiasm. A subject that has figured so extensively in the education of the greatest men and women since the days of Rome, whose minds have interpreted history and emotions in song, verse, and story may give great confidence to teachers of Latin.

Interest is the first importance as a motive in study and is of practical value in teaching. If the teacher cannot arouse interest in the subject, the pursuit of it is more or less futile. In recent years there has been remarkable development in the art of making Latin interesting to a certain type of students by extraneous devices. There are many teachers who place Latin on so high a pedestal they won't stoop to

open methods of pursuit. Too often high school pupils have the notion that the Romans were a stiffly formal set of persons who spoke on subjects far remote from those which boys and girls find interesting today. Some contact with experience or interest must be established. We, as teachers, must make the work so alive and interesting that no one will feel that he can afford to miss it.

Textbook makers have begun to act upon the theory that the illustrations can have great teaching value and be an integral part of the lessons in which they appear. The new first-year Latin book displays a noticeable difference in having a greater number of pictures which do much toward arousing more interest in the subject and in the old Roman world.

According to the earlier or grammar method of teaching Latin, a pupil was not to do any translating until he had mastered his declensions and conjugations. This old grammar method has been superseded by others. The amount of forms and syntax to be included in the first year course has gradually been reduced. The tendency is to approach syntax through the language itself before teaching the principles involved and to present inflectional forms one or two at a time before the complete paradigm is built up. Regardless of the method, the acquisition of a perfect knowledge of these forms is a matter of first importance and is essential to any progress. Ready recognition of individual forms and an understanding of their significance in the structure of a Latin sentence constitute mastery. The teaching of vocabularies, syntax, and forms in a functional manner rather than a formal one vitalizes the work. Beginning students are very eager to feel they are really speaking Latin. The actual use of a language in a simple form is an obvious means of motivation. Since the indispensable and primary objective in the study is the progressive development of ability to read and understand Latin, it is to this end we are urged to train the student.

At the beginning of each lesson in the freshman work is a simple story, usually

one well known to the class, to be translated. This may be read in Latin and discussed at some length in both Latin and English, always pointing out some previously mastered points in grammar and construction. The chief evil in the traditional standard course was the congestion resulting from the attempt to cover all the so-called elementary work in grammar and vocabulary during the first year. The pressure "to cover ground" fostered the use of undesirable methods. Much of the congestion in the work of the first year could have been eliminated long before it was if the elements to be mastered, especially syntax and inflection, had been rigorously limited to those which really function as a means of securing reading power. Freedom from stipulated requirements has resulted in a more desirable range of subject matter in Latin in the first year text and more opportunity for emphasis on the relation of Latin to English.

The fruitfulness of Latin in derivative work is exceedingly great. Word study should have a prominent place in our Latin classes, for the derivation of words is a subject that rarely fails to attract. There is real interest aroused when the student comes face to face with the history of certain words. Bits of language history can furnish life and inspiration even in the most elementary work and may mean much toward the student's appreciation of Latin. Take for example the word "pecunia" meaning money which comes from "pecus" meaning cattle. Before the ancient Romans had money they conducted business by exchanging goods and cattle was the usual article of exchange. To be in pecuniary difficulties was to be short of cattle, hence our meaning financial difficulties. The fact that the first coin the Romans had was a large piece of copper weighing about a pound with the form of an ox stamped on it creates interest. When his Latin word tells him to be a candidate was once to dress in white, when he sees connection in the word "salary" and "salt," and he observes that "nemo" is a negative "homo," the student is getting something worth while out of his Latin.

In the Caesar class the problem is some-

what more difficult, for the Latin takes on a new phase. Not only is the transition from the first to the second year difficult but also the interest is apt to lag if we, as teachers, are not on our toes exerting every effort to make the subject interesting as well as instructive. The pupil wants to know what Caesar is saying about the people and their countries. If the meaning is not clearly presented, the translation is of no value. The student's struggle with forms and syntax is of so much concern the progress is so slow that he fails to grasp the entire plan. Each lesson should be so intelligently read that the student can tell what he has read about when class is over.

Each year to have the Caesar classes work out Latin projects seems a feasible course. Some very unique articles made of wood, molded in clay, and carved in soap illustrative of Roman life, such as catapults, shields, swords, war-chariots, figures dressed to represent the Vestal Virgins, Roman matrons with graceful robes, and dignified togaed senators may be brought in, thus giving the Latin room an air of interest as well as one of instruction. From time to time as they seem to fit in our reading, subjects bearing on the life of the old Romans may be assigned.

The knowledge of mythology is incidental to the study of Latin and in the old traditional course never came to any but the fourth year students. But in these days of improved textbooks the freshman comes to know all about Ulysses, Hercules, Perseus, Aeneas, etc.

The study of mythology is a source of extraordinary interest. Greek and Roman myths that extend over a period of at least twenty-seven hundred years have influenced the literature and daily speech of the civilized world. Certainly we have accomplished something if we have familiarized the pupils with versions of myths that have been current for centuries and with the knowledge of which they have a better understanding of the English classics.

Under the old regime we had to think of Caesar's *Gaulic War* as a place of continuous drill on syntax and grammar and our only effort to interest the students was to compare ancient and modern warfare.

We were too busy with subjunctives and various constructions to direct our attention elsewhere. There is enough material in Caesar's *Commentaries* to keep alive, if we link Roman civilization with human progress and realize that the Gallic people were living human beings worthy of consideration. Rarely does a student of Caesar complete this year's work feeling that these wars hold any place of importance in the destiny of the world. Attention on wars alone causes interest to lag but we can mix this with facts linking up the chain of civilization.

There are numerous allusions in the *Commentaries* which furnish a basis for a line of approach interesting and wholly worth while. There is a wealth of material dealing with the growth of civilization that teachers of Caesar often overlook; for example, the question what do the Gauls have to do with our civilization. Gallic life, both public and private, and their customs are discussed and alluded to sufficiently to acquaint the pupils with essential facts. How the coming of the Romans effected a change in advancement of the Gauls by their close relationship is apparent.

There are interesting evidences of trade and travel, such as how the network of trade routes which formed the background of the Roman roads and later the system of roads in France developed as the number of traders increased. In the first book of Caesar we find trade mentioned and at this point rather than dwell on the fact that the Belgae were continually at war with the Germans we might well discuss commerce and its relation to civilization. We teachers of Latin may be missing an opportunity to prove to our high school students, even the beginners, that the Romans had an interesting literature which reflects their lives. There is a large field for the teacher with initiative.

Purposeful activity on the part of the student must be provided. A student needs to measure his own progress. If we can arouse in him a pride in the mastery of the problems which present themselves, we can attain better results. There are Latin

practice books that will help meet the needs of both teacher and pupil. A book carefully designed will lead to a clearer understanding of basic principles and with the pictorial survey of Roman life will vitalize the work.

Unfortunately it is not difficult to find schools where pupil after pupil has dropped out of the Latin classes. This is largely due to the fact that the teachers lack "pep" in their teaching. The attitude of the pupils depends much upon the spirit with which the teacher presents the subject, for it is the personal appeal of the subject made through the personality of the teacher that causes the pupils to elect or reject the classics. In other words the Latin teacher must sell "his wares." Latin flourishes today by the way it is taught and it needs the best ways. The place of Latin in daily life is different and the children are different. Teachers often know their subject but not the method of putting it across.

A teacher gains power by reading extensively, for through his intimate knowledge of classical literature and the student's consciousness of this fact he wins respect and admiration.

In conclusion it may be said that improvement will come from years of preparatory training which includes a wide acquaintance with authors of Roman literature; from a right attitude of the teacher toward his subject and an admiration for the Latin language and the people; from an enthusiastic enjoyment in the study; from insight into the difficulties to be encountered; and from a knowledge of the place Latin holds in education.

In addition to wide scholarship on the content, the teacher of Latin must keep in touch with all new movements not only in his own field but also in education in general. One of the chief points to remember in teaching Latin is that there must be variety in Latin procedure. The teacher, I feel, should be a coach trying to make the time spent in beginning courses full of opportunities and possibilities and not a mere task master.

The problem that confronts us as Latin teachers is the modifying of our aims and

classroom procedure so they will foster constructive ideals and desires. We must re-evaluate what we teach in terms of service-ability.

There is no incentive to good teaching like the practice of learning something new

yourself. Learn and you inspire those about you to learn. Traditionally the classics have always been the best taught subjects in our schools. Let each teacher to the full extent of his ability contribute to maintaining this high tradition.

MATHEMATICS

Main Building—Room C-33

WALTER O. SHRINER, *Head of Mathematics Department, Indiana State Teachers College, Presiding*

PROGRAM FOR THE IMPROVEMENT OF TEACHER EDUCATION IN MATHEMATICS

FRANK R. HIGGINS

Professor of Mathematics, Indiana State Teachers College

The ultimate aim for the improvement of education of teachers should be the improvement of education of the young people in the grades and high schools. The outcome of the education of the schools is influenced by many conditions. It is a problem involving many variables difficult to shape and control. The pupils in the schools with their different abilities and home environments, the school trustees or school boards, the people of the community, the department of public instruction, the board of education, the teachers' associations, the state and federal governments, the politician, the banker, the manufacturer, the architect, the contractor, the publisher, the farmers' organizations, the tax-payers' associations, the merchants' associations, and other organized groups and individuals too numerous to mention, all affect the situation in the schools from time to time. A moment's reflection will confirm this statement. In fact the outcome of the education of the schools is the composite result of the interaction of these and other forces, and a program for the improvement of education is circumscribed by them.

One group, not specifically mentioned in the statement above, consists of the teachers in the teachers colleges, and the superintendents, principals, and teachers in

the schools. There is no group more interested in the improvement of education. There is no group more closely related to the problem. There is no group that knows better what the conditions are and what is required to improve them.

The program to be presented for your consideration is in answer to the question, "What is the most direct thing the teachers of mathematics can do to improve the education of the schools?" The program begins with a small group consisting of the teachers of mathematics in the teachers college, including, of course, the teachers in the practice or experimental schools, and the teachers of mathematics in the public schools in the vicinity of the college with the assistance of the administrative officers in both groups. The help of the dean of the faculty in the organization and development of the project would be sought.

The program is to be a cooperative enterprise to determine the outcomes of the mathematical education of the schools and the teachers college, and to determine methods of developing, improving, and sustaining those objectives that are *valid* from the standpoint of a modern philosophy of education. Each teacher is assigned a problem closely related to his classroom work, and the advice of any member of the

group or the combined experience and judgment of the group is to be available to each one. The data collected are to be pooled for the study of the group or to serve as sources for graduate theses.

The program is a project for continuing the education of the teacher after graduation and for supplying the basic information for any changes in the mathematics curriculum or methods of the college or the schools. The program is not intended to be in conflict with any survey the state may decide to make but will supplement anything of the kind. To guide, unify, and sustain interest in the program, the head of the department or some member of the department staff that he might appoint should be relieved of some of his duties.

The making of stencils and printing could be handled by the dean's office at a slight increase in his budget.

The program is to continue through a period of several years, subject to change through varying conditions. The final objective is a complete analysis of mathematical education through study and experiment. Some phases of the program might be continued indefinitely. To carry out the program this group should organize and hold meetings once or twice a year with more frequent conferences of smaller groups interested in some particular problem. The organization might unite with similar organizations and become state wide.

The mathematics curriculum at the teachers college has been developed gradually through many years with efforts to improve it from year to year. The selection of the courses and their organization have been made with the thought of building up a *broad background* for those people who are expecting to teach mathematics in the upper grades and the high school. The curriculum here differs from the curriculum in an arts college or a technical school in that more emphasis is put on phases of mathematics likely to reflect back into school mathematics.

The following changes could be made without causing serious adjustments:

(1) The introduction of some entrance

tests to supplement the placement test we now use, which is chiefly valuable for classifying and grouping students. Tests with a few items, but displaying the student's working habits and perhaps to some extent his thought processes would be useful adjuncts to entrance tests in mathematics.

(2) The introduction of a comprehensive test, with certain standards set up, measuring the student's achievement in mathematics at the end of the sophomore year and a second one in the senior year before the student is permitted to take his supervised teaching. If at the end of the sophomore year a student was not up to standard, he would not be permitted to take senior college mathematics until he attained it. This requirement would act as a spur causing students to study mathematics with the idea of permanence rather than merely to get a credit and then forget all about it.

(3) A course on the making of practice exercises, tests, and supplementary materials might be offered in the senior year.

(4) The elementary course in statistics should be required of all students in the sophomore year. It should be taught in the mathematics department as a unified course instead of as parts of other courses in several departments.

(5) The department should continue the making of practice exercises, tests, and other supplementary materials and should experiment in the effort to discover new methods.

There are many facts to be determined as to what the outcome of the mathematics education is and what it should be. If conditions in the schools do not change and unless the teachers of mathematics make extra effort to improve the outcome, the mathematics of the schools will deteriorate very rapidly. Now is the opportune time for starting to determine whether or not we are utilizing all the possibilities of mathematics for fulfilling its particular mission in an educational system.

A few of the desirable outcomes of mathematical education are:

(1) Development of skill in comparison, that is to recognize like elements as well as

those not alike—identification and differentiation.

(2) The learning of useful mathematical facts.

(3) The ability to recognize cause and effect. Propositions of the form: If this is true, that is true.

(4) The ability to regiment facts common to a situation.

(5) The ability to recognize functional relations.

(6) The ability to organize into a unit.

(7) Practice in expression.

(8) Training in habits of following standard mathematical procedures, in habits and neatness, in habits of study particularly effective in mathematical procedure, in habits of applying mathematics to the solution of problems in life situations.

(9) The development of attitudes toward mathematics which are an outgrowth of an understanding of its nature and its function in society.

(10) The development of the appreciation of mathematics, *e. g.*, as many people who are not musicians appreciate music. The relative value of these outcomes in a

modern plan of education should be determined as well as how they can be developed, measured, and sustained.

The next few years are likely to see a complete overhauling of the education in the schools and perhaps to some extent in the colleges. There will be a more careful analysis of objectives; a modification of old ones to bring them into adjustment with modern conditions. There will probably be new techniques developed, new kinds of practice exercises, new devices, and new educational methods of which we do not even dream. Doubtless we fail to realize how far this may go in the next decade.

In conclusion: A broad outline of the program has been given. Further details will come out of the discussion. If this group organizes such a plan as here contemplated and follows it for a number of years, the outcome will be a fine contribution not only to mathematical education but to education in general. It would add interest to our work and would extend our education directly to the problem of improving the outcome of mathematical education.

DISCUSSION ON RELATED TOPICS: *Led by Crawford Fox, Noble S. Combs, Violet Green, Lillian Everett, E. E. Boyd, and Lucy Wall.*

MUSIC

Main Building—Room D-9

L. M. TILSON, *Head of Music Department, Indiana State Teachers College, Presiding*

OLD AND NEW CHALLENGES IN MUSIC TEACHER EDUCATION

K. R. UMFLEET

Assistant Professor of Public School Music, DePauw University

On such occasions as this, it is well for us to pause from our self-centered activities, to take stock of our practices, to question the validity of many of the things we do in the name of education, and to re-test these things in the light of basic principles. Perhaps we ought to acknowledge that one of the benefits of the present economic readjustment shall be the forcing of us all to analyze more carefully our aims

and procedures in music education. This conference provides the opportunity to reconsider our aims and objectives; to re-evaluate our older conceptions; to look at past practices with critical eyes; to realize anew the older challenges that are still fundamental; and to look forward and anticipate the approaching new challenges that are sure to come.

For twenty-five centuries or more or-

ganized society has been concerned in varying degrees with the problem of teacher education. It is one of the very old problems that is ever new in its challenge, its importance, and the nature of its solution. Each century has had its change no doubt, such as we are now experiencing. Our leaders are telling us the old order is changing, giving place to the new. We hope we are seeing this change in a newer and better light. Because we are educators we are looking for our part in forming this new order. As music educators our duty is to lead more people than ever to discover the beauty, the joy, the satisfaction in the art of music. For many of us this can be recognized as an old challenge. But in our acceptance of the importance of music for the leisured masses, it becomes a problem of new significance and a new challenge to our profession.

Current literature abounds with references to the new social order. A recent book, *The New Deal* by Stuart Chase, sets forth a pertinent challenge. He says, "More important will be the problem of how to live; how to use fruitfully one's leisure time; how to love and marry without the emotional miseries which now beset us; how to develop the arts; how to get the most out of life. These are the real problems of a civilized people who have yoked billions of mechanical horsepower." With such trends of thinking stimulating us would it not be in keeping to play upon the familiar phrase of the day "The New Deal" by translating it into "The New Ideal?"

We are agreed that education is not something static; it is dynamic and vital in that it deals with the most valuable stuff in the world—human life, and with the relationships of human beings in a changing world. We know that fixed educational ends and methods would sterilize humanity; these ends must change as conditions change. Conditions are now changing, and music educators of tomorrow will evaluate the function of music in terms of the service it will render humanity in doing its part to open the eyes of the people to the beauty in and of the world. The three R's shall become the three H's, the threefold na-

ture of man shall be unified; the head, the hand, and the heart, representing the intellectual, the physical, and the emotional, will be integrated. We shall have a broader conception of the entire mission of music. Our old ideal of technique, theory, and sightreading ability for the majority shall become changed to a new ideal of beauty as a driving power in music education. The realization that few will become producers of music, while many will become intelligent and enthusiastic consumers, draws out a new ideal and presents a newer challenge to those whose choice has been to teach music to youth.

In my opinion there are three essential phases in the preparation of music teachers that need to be reconsidered and discussed. Each one of these in the past has represented a certain ideal and has become a challenge to all those who undertook such preparation. In a certain way they still represent fundamentally an ideal and a challenge. These same phases are still existent in their older form, but now, to those of us who are progressive, they seem incomplete and lack the breadth and thoroughness that is needed in today's demands. In particular I am referring, first, to the manner of selection of candidates for the teaching profession; second, the necessity for a broader and richer training in the preparation courses; and third, the experience in student teaching we are to offer the student in training.

The ideals of the past have served their purpose; we acknowledge this, and do not want to cast them aside; upon them our new challenge is to build a better training experience that shall fulfill the requirements of a newer conception of teacher training.

Let us consider first, the selection of future candidates for our music education courses. In the past we have been willing to allow the factors of student election, parent or friend encouragement, or other incidental influences to fill our classes with prospective teachers of varying degrees of adaptability. We have even allowed one or two years of sampling by the student before a decision was made concerning his

fitness for the profession. The real challenge in such cases was the task of converting such students to our chosen profession in addition to preparing them in a musical way, and in giving them some knowledge of the technique of teaching in a few short years—at first in the short space of two years, later three years, and quite recently four years. Such a method of non-controlled teacher-selection has resulted in some misfits and some of us have blushed before and after their certification.

The finer demands and the broader preparation expected in today's teachers and the surplus of teachers brings us to a recognition of the need for increasing care in the selective admission procedures in order to train only students of unusual promise as teachers. A study of the determining factors that predict teaching success are disturbingly unreliable. Disagreement concerning what factors can be relied upon is still existent. Something more than scholarship is needed in teaching success, but the search for that something is still puzzling. Professor Earl C. Bowman of DePauw University says, "The early selection of teachers is beset with many difficulties, three of which are perplexing. We are not agreed as to what constitutes desirable education of children (what constitutes a good life). It is impossible to select good teachers unless we know what good teaching is, and it is impossible to know what good teaching is until we have first agreed upon what is a 'good life' for ourselves and for our children. In other words, we have no adequate standard of good teaching. The third difficulty is the elusive nature of some of the elements which are likely to enter into teaching or any other kind of success under almost any standards that are likely to be accepted. We need more accurate data on what constitutes successful teaching and the qualities required to predict such success." This seems quite discouraging, but within it we can all recognize some of the vaguenesses that are existant in the fine art of teaching. This in itself presents a forceful challenge to the teaching profession to probe deeper and define its own processes.

Perhaps we can get some help for the present from a statement given by Benjamin W. Frazier who says, "Teacher-trainers are beginning to feel that selective admission to be effective should begin in the secondary schools with a closer cooperation between high schools and teacher training institutions. If this could be accomplished by a thorough guidance program given to the teaching staff in the high school, a longer period would be had in considering the candidates' fitness." This seems helpful only in so far as the prospective students have had careful vocational guidance, and have developed a maturity of thought that makes a careful decision possible. However, it is a matter worthy of consideration.

Perhaps we can partly agree upon some of the qualities the candidate should possess at the outset even though we are not so sure of the ranking of the qualities and the amount of evidence. In general, the essentials are: good health, a high level of intelligence, a capacity for sustained work, emotional stability, integrity, a devotion to social welfare, a love for children, the possession of a wholesome philosophy of life, an attitude of cooperativeness, ethical character, and reasonable urge toward continuous growth. Musically, the candidate should have had several years practical experience in playing some musical instrument, preferably a keyboard instrument, and a fair singing voice with sufficient skill in its control. In addition such a candidate should have such an interest in music as a subject that he has voluntarily read much, gaining a large fund of information about music and musicians, and have had experience in musical organizations of both a vocal and instrumental nature in which a large amount of good music has been performed. That this is an exacting standard is readily admitted. That the standard is being met only in a limited degree is obvious, but in view of our enlarged conceptions of the demands upon our graduates, it is a reasonable ideal. The challenge is short of tremendous, but this

is no time for weaklings nor waste, in view of future demands.

Now, let us consider the old and the new in the courses that are used to prepare the prospective teacher. In spite of the present studies and recommendations, there is much to be done to bring our preparation courses to a unified whole, adequate, correlated, and integrated. To carry on a program of music education in such a way that satisfactory products may be achieved makes no small demand upon curriculum designers, for the training of teachers is a point of highest strategic importance in any educational system.

It seems quite evident that the preparation of the music teacher must consist of three music elements—a general culture, a study of music, and a study of teaching; but the exact functions of these three divisions have been vague. They have so often been taught for their own sake and the student has been left to discover their applications, if he can. They have been three different, relatively unrelated processes, rather than three necessary aspects of a single process.

In many teacher training institutions there has been a frantic competition for the students' time as between those responsible for the cultural studies, the musical studies, and the educational courses. The programs have been so crowded that they have tended to impede that correlation and integration that is now regarded so essential. Professor Gehrkins states this interrelation so aptly in his new book, *Music in the Grade Schools*, when he says, "The whole progress of modern thought is in the direction of recognizing the essential connectedness of everything."

A cultural background for the music teacher is essential for the more universal the mind of the music teacher, the better, potentially, will his teaching become. Our principle then is that the cultural elements in the preparation of the music teacher are for the sake of giving a broad basis for understanding interpretation and presenting music as a human achievement.

Our second element, musical training, is absolutely essential. Without it the ex-

pert musical leader cannot function. What then, do we want in the way of musical training for the prospective teacher? Above all we want a musicianship which shall be of the mind and the heart rather than of the fingers and the larynx.

Here are four requirements which seem to be essential:

1. The prospective teacher should be able to perform in several musical mediums, vocal and instrumental. Such a person knows and understands music better and feels it more adequately than the one who can perform in one medium only. Our chief emphasis should not be upon high developed brilliance but upon fineness of musical discrimination, clarity of musical utterance, and effectiveness of motor style.

2. A mastery of the tonal structure and the relationships are needed because the details of performance, such as expression, phrasing, etc., are dependent upon such insight.

3. A wide knowledge of musical literature through listening and performance. The student should be given organized opportunities for singing and playing through great compositions and masterpieces.

4. The student should have effective and directed ensemble experience in both the vocal and instrumental fields, in both large and small groups.

The third element in this teacher preparation is the study of teaching. Here, the "why" rather than the "how" of method should receive the chief emphasis and an interpretation should be focused more specifically on the teaching situations with which the student will have to work. There should be less storing up of facts for future use.

A recent survey conducted by Miss Edna MacEachern, State Teachers College, Upper Montclair, New Jersey, and reported by her to the National Music Educators Conference in Chicago this month brought a few interesting inferences. In a report from some three hundred teachers of music graduated recently and considered successful, such things as harmonizing and melody and playing an accompaniment ranked high

as useful attributes. Such items as keyboard harmony, playing accompaniments, experience in small vocal and instrumental ensembles were considered inadequately treated in their training. Some of the things that were suggested to be incorporated in the training were: music esthetics, instrumental class methods, advanced sight singing and keyboard harmony, a *cappella* choir experience, and actual and practical experience in conducting. These items are in a way a strong indication that we need to carefully consider our courses in the light of practicalities.

Now let us take up the question of experience in student teaching. Actual experience in supervised teaching has been inadequate in two ways—the period of teaching has been too short and concentrated, lacking in a variety of experience, and in many places facilities for teaching have been lacking. Some criticism is made of the abnormality of the teaching in a demonstration school.

It seems wise to abandon the practice prevalent under older systems of leaving all contact with the actual teaching experience until late in the course. Recent curriculum construction tends to reverse the older order. Now it is felt that the earlier the student can get the feel of the teaching process the more vitalized the work becomes. Why not start training teachers by means of an activity program? There are many supplementary duties on the list of the music teacher that never get done because of the lack of time. Many of them could be done by students, and in the doing they would get a contact that would be valuable. Extra help with small groups in rote singing, rhythm work, sight reading, vocal and instrumental quartets, trios, etc. The psychological law that one learns only that to which he reacts is universally accepted even though it is not always acted upon. The older order of the curriculum emphasized instruction and knowledge as a means of acquiring the teaching skills. I suspect there is still too much emphasis in this direction. The new order emphasizes exercise, participation, and it would put into practice the old injunction "learn

to do by doing." To the extent, therefore, that the entire program can be centered about the actual activity of teaching, letting theory and methods grow out of the problems of that experience, just to that extent, will the program be increasingly effective. Briefly stated then, our major objectives should be:

1. To provide an easy transition from student experience over to teacher experience.
2. To provide that experience as early in the course as can be arranged. To create a spirit and help discover the students adaptability.
3. And, to provide a larger variety of teaching experience, part of which shall be as nearly real as possible.

In closing I would like to list a number of things which I feel are necessary for us to accept as a real challenge in training teachers for the new age.

1. In the new age the music teacher must be a musically educated individual whose life will radiate music and make it an integral part of real life.
 2. The new age will demand that the institution attempting to educate teachers shall provide curricula designed to serve the needs of teachers who are to be ministers to millions that require help for their leisure moments.
 3. The teacher of the new age must be active and aggressive, a competent and effective participant in society, possessing a fundamental knowledge of processes of government, politics, economics, sociology, and social psychology.
 4. The teacher of the future will place greater value on the virtues of politeness, courtesy, and the refinements of life.
 5. The new age will demand that every teacher be professionally trained, skilled in the technique of teaching music, possessing sufficient scholarship to have a philosophy of education and an appreciation of the meaning of professional ethics.
- The nature of the service which the teacher renders makes of him little less than the architect of society. I am sure the music teacher has a large share in this construction. With imagination, courage,

and the passion for making our dreams come true we shall help to bring about a happier and better social order. This may

be an old challenge in a new and finer mold, but the main objective is that we see it and accept its challenge.

PHYSICAL EDUCATION

Physical Education Building—Room B-5

D. A. GLASCOCK, *Associate Professor of Physical Education for Men, Presiding*

PLACING THE PRODUCT

W. W. PATTY

Professor of Education, Indiana University

THE PROBLEM

Following the World War great impetus was given to the physical education program in the United States. The revelations of low standards of physical fitness among our young men startled the nation into action with a view to raising health levels, stimulating better physical development, and providing for more wholesome physical recreation during leisure time. The problem, then, was the need for properly prepared teachers to give effective instruction in a modern program of physical education.

In response to this need scores of teacher training institutions organized physical education teacher training curricula. These new entrants into this field, together with those already engaged in such training, began turning out certificated teachers of physical education by the hundreds. At first the demand for the product equalled the supply. Then the financial depression struck. Last June hundreds of graduates from physical education teacher training departments were unable to secure teaching positions.

Why were these prepared teachers of physical education not placed? What procedures should be followed by directors of physical education and others engaged in preparing such teachers in order to remedy the situation? The search for answers to these questions constitutes the twofold problem of this study.

PROCEDURE FOLLOWED IN THIS STUDY

When requested to discuss the topic of problems in placing physical education professional course graduates, I immediately felt that one individual's point of view would be of little value. The cooperation of those in charge of physical education teacher training throughout the United States was therefore solicited.

In an effort to secure opinions of a truly representative group, letters and check lists were mailed to all state universities, leading private universities, all state teachers colleges, and all private colleges where it was known that teacher training in physical education received attention. Two hundred ninety-one letters were sent. One hundred forty-five replies were received. A copy of the letter follows:

November 11, 1933

Chairman of Teacher Training Courses
in Physical Training:

I have been requested to discuss the topic "Problems in the Placing of Professional Course Graduates" before the Society of Physical Directors at the National Collegiate meeting in Chicago, December 28, 1933. Having accepted this responsibility, I am concerned now in making that presentation of some value to the group.

Undoubtedly the most valuable service that I could render in this respect would be the assembling of information from various physical education teacher training institutions—information concerning their felt problems regarding placement at the

present time. I am therefore requesting your cooperation by giving a few minutes of your time to check the list of suggested problems in placement indicated on the enclosed pages. I would also appreciate your contributing a supplementary list of problems which you feel are important in your own situation.

Your cooperation in checking these items¹ and in giving us the benefit of your comments will be much appreciated. I would be especially grateful if you find it possible to give this your early attention and return it to me using the enclosed addressed envelope before the first of December.

Very truly yours,

W. W. PATTY, Director
Physical Welfare
Training Department

WWP:MLA

Of the replies three were not used because directions in the use of the check list were not followed and the reactions could not be grouped with the others. Representatives of eighteen institutions not offering training in this field were kind enough to reply and twenty-four institutions that give only a slight amount of preparation for elementary teachers and general high school teachers. Eliminating the above, left a group of exactly one hundred institutions giving special emphasis to preparing teachers of physical education.

The cooperation received in this investigation has been splendid. It is believed that the grouped judgments of the directors of training in those one hundred important teacher training institutions are of real significance.

PROBLEMS IN THE PLACING OF PROFESSIONAL COURSE GRADUATES

Why have we failed to place all of our deserving graduates from physical education teacher training departments?

A list of possible reasons for our lack of success in this respect was formulated. A copy of this check list follows. Table I shows the result of the rating of these possible causes by the cooperating group of one hundred. Since exactly one hundred cooperating institutions are used as sources

of these data, each number in the tables represents percentage as well as the actual number voting a given rank.

Check List 1

Problems in the Placing of Professional Course Graduates

In checking this list of problems, please use numbers 1, 2, and 3, to indicate the relative seriousness of the problem. The number 1 placed in the blank before the problem would indicate that it is of gravest importance to the success of our teacher training program in physical education. The number 2 placed in the blank before the problem would indicate that it is a problem causing grave annoyance and has a very detrimental effect upon success in placement. The number 3 placed in the blank before the problem would indicate that the problem is felt in your institution and that it is detrimental to placement but is not yet very serious in importance. If one of the problems listed is not apparent at your institution, please place a zero in the blank before the problem.

—a. We are graduating too many physical education teachers for what should be our legitimate placement field.

—b. Public school administrators are not recognizing sufficiently the importance of well prepared teachers of physical education and are employing untrained or partially prepared teachers instead.

—c. The general financial depression with consequent restrictions of employment of all teachers is, in my opinion, the chief problem in placement at our institution.

—d. Too many institutions are entering the field preparing teachers of physical education.

—e. Many institutions are meeting minimum legal requirements for preparing teachers of physical education in order to improve their drawing power of outstanding high school athletes.

—f. Reputable institutions for the training of teachers of physical education are having difficulty in the placement of their products because of the undercutting of cheap competition.

—g. Superficial courses have been developed by competing inferior institutions merely for recruiting students and thus increasing enrollment.

—h. Our graduating physical education teachers have not been successful and therefore placement in this institution is difficult.

—i. Physical education is not required

¹Items contained in this check list appear on succeeding pages.

by law to be taught in the public schools in our natural placement area.

—j. A reduction of physical recreational activities sponsored by Turnvereins, Y. M. C. A.'s and Y. W. C. A.'s, and athletic clubs.

—k. A reduction in physical activity programs of industrial and business organizations.

—l. A reduction in staffs of colleges and universities has reduced our placement field.

work in physical education, however, reductions in college staffs have reduced placement. The most striking agreement was reached by the cooperating group concerning the fact that "public school administrators are not recognizing sufficiently the importance of well prepared teachers of physical education and are employing untrained or partially prepared teachers instead." Sixty-four consider this cause of

TABLE I
IMPORTANCE OF PROBLEMS AND SOLUTIONS

Ranking	a	b	c	d	e	f	g	h	i	j	k	l
1	10	64	46	39	28	32	22	0	18	1	6	14
2	16	19	35	22	19	26	18	0	3	7	4	10
3	24	9	12	16	19	25	21	19	13	21	26	19
0	42	6	6	17	27	11	28	72	56	64	57	50
No answer	8	2	1	6	7	6	11	9	10	9	7	7
Total	100	100	100	100	100	100	100	100	100	102*	100	100

*Total exceeds 100 because two estimates gave alternate ranks to item (j).

An analysis of Table I indicates several justifiable conclusions. The mode of opinion is indicated by the dotted line connecting the rankings of the twelve causes considered.

Very few consider that we are preparing too many teachers of physical education. It is significant that less than half thought that the financial depression is of major importance as a reason for non-placement. Nobody admits that a poor quality of product is a reason of first or second importance but nineteen reduces success in their institutions sufficiently to constitute a recognized problem. Although there is marked variation regarding the lack of laws making physical education compulsory in the schools, it is recognized as an appreciable cause of non-placement of teachers. Most of the fifty-six voting negatively are located in states where compulsory laws exist. Evidently reductions in physical education staffs in such institutions as Y. M. C. A., industrial and business corporations, and colleges have been negligible in effects upon placement in most institutions. In universities stressing graduate

major importance, while an additional nineteen place it second. Another type of cause of difficulties in placement is indicated by reactions to reasons. We might resolve these three causes into one reason—lack of standardization and limitation of institutions authorized to prepare teachers of physical education.

SUGGESTED SOLUTIONS TO THE PLACEMENT

PROBLEM

What should we attempt to do to improve the placement situation? The following list of possible solutions was formulated and submitted to the cooperating group for reactions. An invitation to offer additional suggestions was also extended.

Check List II

Suggested Solution for These Problems

Please indicate the strength of your favorable reactions in the same way as in the preceding section. That is, if you have the highest regard for one of those suggestions, indicate as 1, if you consider it probably quite helpful, indicate it by 2, if you think it might be of some benefit, but are rather indifferent, indicate 3. Zero preceding suggested solutions here would indicate disfavor.

—a. The limitation by the American

Physical Education Association of the number of entrants to the training courses of the profession in a similar way to the American Medical Association's control of trainers for the medical profession.

—b. A national program of publicity to convince the public of the importance of physical education and the necessity for well prepared teachers.

—c. A propaganda program with employing superintendents of schools and recreational directors for the purpose of influencing them to employ only specially prepared teachers of physical education for work in that field.

—d. To develop minimum standards for approved schools authorized to prepare teachers of physical education and demand state regulations prohibiting any other institutions entering the field if unable to meet such minimum standards.

—e. To develop minimum standards for classification of physical education teacher training schools into Class A, Class B, and Class C schools on the theory that such classification would be just to future trainers and also a deserved recognition of teacher training institutions providing superior facilities for trainers.

—f. The major influence in improvement of placement of physical education teacher training graduates will be an improvement in the general economic condition of the nation.

Suggestions

Please indicate here any suggestions as to additional problems that should be added to Section I and also additional suggestions as to solutions for problems in placement that might well be added to Section II.

Table II presents the frequencies of votes for the various rankings of these six possible procedures to aid in the solution of the placement problem. It will be noticed that the more of opinion designates each of these procedures of major importance.

TABLE II
SOLUTIONS

Ranking	a	b	c	d	e	f
1	29	80	78	72	52	40
2	21	15	13	16	27	35
3	16	4	5	3	6	17
0	25	1	3	4	11	3
No answer	9	0	1	6	5	6
Total	100	100	100	101*	101*	101*

*Total exceed 100 in a few cases where one estimator suggested two different values for the same item.

It is interesting that less than half be-

lieve that improvement in the economic condition of the nation will be of major importance in increasing our effectiveness in placing teachers of physical education. Another result of significance is the marked disagreement regarding the suggestion that the American Physical Education Association limit the number of entrants to the training courses of the profession in a manner similar to the plan followed by the American Medical Association. The votes were almost equally distributed from negative to strong affirmative. Apparently this policy demands more investigation and consideration before we accept it definitely as a plank in our physical education platform.

A very general agreement that minimum standards for institutions authorized to prepare teachers of physical education should be established is indicated by the fact that approximately three-fourths of the cooperating group placed that procedure as of first importance. Some uncertainty is evidenced regarding whether physical education teacher training institutions should be classified on such a basis as A, B, and C dependent upon their abilities to meet various standards to be formulated. More than half of the group, however, think that this procedure has sufficient promise to be listed as of first importance.

There seems to be a general conviction among directors of teacher training in physical education that we should carry on a propaganda program for the purpose of influencing superintendents of schools and recreational directors so that they will employ only especially prepared teachers of physical education for work in these fields. Only one person voted negatively regarding the importance of a national program of publicity to convince the public of the importance of physical education and of the necessity for well prepared teachers. The largest vote recorded in the investigation accorded this procedure first place among the suggestions listed.

COMMENTS CONTRIBUTED

In some ways the comments volunteered by the cooperating group comprise the most

valuable of the results of the investigation. Through their cooperation the range of suggested remediable procedures has been materially increased.

The large volume and variety of suggestions from one hundred collaborators

necessitated treatment in order to condense them and make their implications apparent. These individual comments have been analyzed carefully and listed as thirty-six type suggestions. They appear in the order of their frequency of mention.

ANALYSIS OF COMMENTS

FREQUENCIES

1. Importance of educating school executives and officials to the importance of employing well prepared teachers only in physical education... 19
2. Physical education teachers should be also prepared in closely allied fields of teaching, especially health... 14
3. Too many teachers untrained or poorly trained employed to teach physical education... 13
4. More attention to individual qualifications for trainers before entrance... 12
5. Institutions possessing inferior faculties and inadequate facilities in general for preparing teachers of physical education should be eliminated... 11
6. Present economic condition chief problem... 10
7. The general public must be educated to the importance of physical education... 9
8. Extend certification requirements to include athletic coaches... 7
9. Why not rate schools as other professions do?... 6
10. Advise a year of teaching on probation (starving period) after graduation... 5
11. Protection needed to those educational institutions offering creditable preparation of teachers of physical education... 5
12. State departments of education should set up certification requirements demanding adequate professional preparation... 5
13. Fact that state does not have law requiring physical education has reduced placement... 4
14. Departments and schools of physical education should maintain their own appointment service and not depend upon a general institution placement or general teacher placement service... 2
15. The requirements for the teaching of physical education in our state are not being enforced... 2
16. Approved minimum standards should be set up for teacher training institutions preparing teachers for physical education... 2
17. Physical education programs are not at present satisfactory... 2
18. Impossible for American Physical Education Association as an organization to limit the number of trainers admitted to teacher training institutions... 2
19. Too great specialization in physical education unfits product for placement in schools as they now are... 1
20. This state does not have a state director of physical education... 1
21. National and state placement bureaus should be developed for teachers of physical education... 1
22. The efficiency of our teacher training has been reduced because of required staff and salary reductions... 1
23. Free lance independent coaching schools one to four weeks in length should not be given credit toward physical education licenses... 1
24. Teachers of physical education should be protected from being required to teach more than a maximum standard number of pupils by state regulation... 1
25. We should set up rigid standards for a minor and for various health and physical education technicians—specialists in but one phase of health and physical education such as coaches of a sport, orthopedics, etc., as well as for majors in the general field... 1

26. Section II.
 - a. Reevaluation of subject matter offerings should be based on facts.
 1. Its value to the child in the new social order.
 2. How it may develop ideals and appreciations for use in daily life beyond the ordinary things the child will do of his own accord. (If true facts are given as suggested above, physical education along with all other "expression subjects" will hold its rightful place in the educational curriculum.)..... 1
27. Employers should be influenced to employ teachers from various teacher training schools rather than all from one school..... 1
28. Placement of our graduates would be improved if all institutions ran a double program similar to that used at Syracuse by Mr. Andross..... 1
29. Teachers of physical education must be prepared to teach in too many other subjects to be able to standardize the offerings..... 1
30. There are so many highly qualified experienced teachers without positions that inexperienced teachers do not receive consideration..... 1
31. Local political influences make it almost impossible to place a resident of one community in another locality..... 1
32. The growing tendency of school systems to delegate the teaching of physical education to the regular classroom teacher, and so economize on special teachers of physical education in the elementary school. The result of this policy is (1) fewer positions for teachers of physical education; (2) the gradual elimination of a supervisory staff for purpose of economy; (3) the gradual neglect of the activity program by the overworked classroom teacher who has neither the interest nor aptitude for such leadership; and (4) the lost emphasis on the physical development and physical education of the child..... 1
33. If a man teacher were employed for boys and a woman teacher for girls in physical education, there would be a shortage of physical education teachers to meet the demand..... 1
34. Equalize supply and demand..... 1
35. Major problem is improvement of our product..... 1
36. In regard to the suggestions of solution of the problems listed, I agree with Professor Kleeberger that your American Physical Education Association would have no authority over institutions in different parts of the country now engaged in the training of teachers of physical education. The same applies to the question of minimum standards of classification of physical education teacher training schools..... 1

Among the foregoing suggestions appear several of the procedures already considered in Check List II. Several felt so impressed by the importance of procedures suggested on the list that they wrote interesting and significant comments concerning them. While it is natural to accord a high place to those suggestions that are mentioned most frequently, we must recognize that a procedure suggested by one individual may possess unusual merit and may deserve careful consideration.

SUMMARY

In the following summary are included those procedures and comments whose importance is emphasized by high frequencies.

Causes of Difficulty in Placement:

1. Public school administrators are not recognizing sufficiently the importance of well prepared teachers of physical education and are employing untrained or partially prepared teachers instead.
2. Too many poorly equipped teacher training institutions are entering the field of preparing teachers of physical education.
3. The general public is not sufficiently informed concerning the values of physical education and the importance of demanding properly prepared teachers.

Procedures Conducive to Successful Solution:

1. A national program of publicity to convince the public of the importance of

physical education and the necessity for well prepared teachers is highly desirable.

2. A propaganda program with employing superintendents of schools and recreation directors for the purpose of influencing them to employ only especially prepared teachers of physical education is very necessary.

3. Minimum standards should be developed by the American Physical Education Association for each of three classes (A,B,C) of institutions for preparing teachers of physical education.

4. Teachers of physical education should be prepared in closely allied fields of teaching, especially health.

5. Institutions possessing inferior facilities and inadequate facilities in general for preparing teachers of physical education should be eliminated from this field.

6. Extend physical education license requirements to include athletic coaches.

7. Increasing study and attention should be given to entrance qualifications of trainees before they are permitted to start preparing to teach physical education.

ROMANCE LANGUAGES

Main Building—C-10

H. V. WANN, *Head of Romance Languages Department, Indiana State Teachers College, Presiding*

TWO NEW COURSES—"FRENCH LITERATURE IN ENGLISH TRANSLATION" AND "FRENCH LIFE"

LANDER MACCLINTOCK

Associate Professor of Romance Languages, Indiana University

One of the primary aims of the study of modern languages in our colleges and high schools is to introduce the student to some phases of the culture and the philosophy of a civilization different from his own. Ideally, of course, this should be done through the medium of the language he is studying since only through it can he really appreciate and understand. Practically, however, we are confronted with a complex set of difficulties which makes this ideal unrealizable. Only in exceptional cases does a student at the end of two years work in the university obtain sufficient facility in the French language to prefer to read in French what he can find in English translation. The fact, together with the desire to reach as many students as possible, not only those who have had French but all men and women in the university, decided us to make this experiment and to present French literature in English translation.

We were not without precedent here.

Greek and Latin literatures are almost universally offered in translation and several institutions list such courses in German, Italian, Russian, Scandinavian, as well as in *The Renaissance*, the *Contemporary Drama*, and the *Contemporary Novel* where the works are read in English. The University of Wisconsin gives French, Spanish, and Italian literatures in the department of *Comparative Literature* but so far as I have been able to discover only Indiana and the University of Washington offer these subjects in the romance department.

The class in *French Literature in English Translation* is about what you would expect. Starting with the *Song of Roland* we read and discuss in class some of the works of the outstanding French literary figures. Since our main purpose is not to give a coherent outline of the history of French Literature but rather to induce the students to read, I do not lecture, except occasionally, but I read aloud a great deal in

the classroom, finding that the students derive much more from an intelligent and discriminating reading than they do from a set lecture.

The other class, *French Life*, is, so far as I can discover, unique; at least none similar appears in any of the catalogs I have seen. It is intended primarily to be an introduction to the study of the French contribution to western culture under such headings as: geography, national psychology, the family, French music, French

painting and architecture, the organization of the government and of education, life in the Latin quarter. The lectures are frequently illustrated with stereoptical slides and motion pictures; those on music with phonograph records.

To sum up, these two courses serve to present some phases of French culture to those students who have not sufficient facility in the language to read easily, and also serve as feeders for the advanced classes in French.

THOUGHTS ON A SILVER TEACHING ANNIVERSARY

CLARENCE E. LEAVENWORTH

Professor of Romance Languages and Literatures, Wabash College

This title, "Thoughts on a Silver Teaching Anniversary," was suggested in response to Dr. Wann's invitation to address this meeting, with the evasive idea of non-commitment to any definite topic. It may have been prompted partly by a lurking hope that its very vagueness would eliminate it from the program, as in fact, was hinted at its proposal. Since it stands, it gives a free field for saying anything upon almost anything. It is like that French title, "Melanges," chosen for his book by the smooth society lecturer in the play we often read in our upper classes. My "thoughts" in beginning this paper, however, have not run toward the transcendental effusions of that oily orator (whether, or not, this company, like that, is a *monde où l'on s'ennuie*); but I have felt more like that humbler speech-maker of whom Daudet tells us in his tale, *le Sous-Préfet aux champs*. His speech, it is true, was never given; in which the parallel fails, "for better or for worse." But, like him, I have had to combat the lure of out-of-doors—the perennial garden fever, the woods, and all the rest—which has called me much more insistently when I began to write than the reminiscences of twenty odd years of teaching. Spring, decidedly, is not the time of year for memoirs.

To call this occasion a silver teaching anniversary is perhaps a little premature and

presumptuous. There is certainly nothing "silver" about it except the color my hair is getting at the ears and temples; and even for that the term is a little too poetic. Nor can I claim strictly to have rounded out a full quarter-century of teaching experience, what with the scattered periods taken out for graduate study. It was, however, exactly twenty-five years ago this spring that as a college senior I taught my first class, substituting in the local high school; and the succeeding fall I had my first high school position.

By that substitution I partly fulfilled one requirement for a teacher's certificate of the first class in New York State. Other requirements involved a few courses which would probably not have been my choice otherwise, and which I cannot feel to have been of help to me in teaching. Those courses kept me out of others perhaps more valuable; still they were so few and short that the detriment to my schedule was slight compared to the situation which now obtains in this state in the requirements for college students preparing to teach. In the zeal with which our educational authorities sought to remedy conditions prevailing fifteen or twenty years ago in the teaching in this state, they piled up the requirements in history, theories, and mechanics of teaching to the point of not only involving unnecessary duplication but of seriously

handicapping the student in obtaining the best education from his college course. This forced overloading with courses in psychology and pedagogy works both to prevent the college student from getting the breadth of culture desirable in any teacher, and to detract from mastery of the subjects to be taught—of their *content*—for the sake of the *mechanics* of teaching. And this seems to be a trend of the time, not merely in this state; as though educational experts had forgotten that the first axiom in teaching is knowing one's subject. This emphasis of form over content, sometimes expressing itself in educational "faddism," is a contemporary trend in our American education against which I would register protest as one of my "thoughts," at least, upon this occasion.

A paper such as this would not seem in character without some reference to methods of modern language teaching. I warn you, however, that I have never been a good Methodist; and if anyone here is expecting new formulas or inspiration to solve pedagogic problems, his or her time will be lost in listening to this paper. My feelings upon the matter are much like Omar's upon religion:

"Myself when young did eagerly frequent
Doctor and Saint, and heard great argu-
ment

About it and about, but evermore
Went out by the same door where in I
went."

Though, it is true, I tried various other doors in the meantime. But none of them had its infallible "Open, sesame" to teaching success, neither natural method, nor phonetic, nor Gouin, nor *Reformmethode*, nor grammar-translation, nor reading, nor any of the other methods advanced by their enthusiastic exponents. Hence, outside of the "Storm and Stress" of the present exacerbated conflict, I am only a tranquil eclectic, more akin, I fear, to skeptical Montaigne than to an omniscient, Olympian Victor Hugo. Not to recommend such a reconciled attitude, it does nevertheless seem to me a ridiculous pity that the bitter hostility we find in some quarters should have arisen from the honest, laudible ef-

forts of the *Modern Language Study* to reach some sound, truthful conclusions as a basis for future progress in our field of teaching.

Briefly I might recall some contacts with various methods. Several years of Latin and Greek and, for the most part, of the modern languages I studied in college, were taught by the grammar-translation method; so that I may claim to be quite familiar with that. My first two years of teaching in French and Latin no doubt exemplified it, not so much to its credit, perhaps, as it deserves. Then with study in France and Germany came acquaintances at first hand with Abbe Rousselot and Viétor, genial—I might almost say lovable—masters both, whose courses in phonetics were invaluable. In the Marburg summer school for teachers Viétor's principles in teaching had practical application also in the phonetic *method*, and, in the version of it practised by Max Walter of Frankfort on the Main, sometimes called the *Reformmethode*. The lectures of that incomparable teaching personality, Max Walter, could hardly fail to enthuse any young teacher for the direct method; especially when demonstration classes exemplified such principles quite convincingly under local teachers. Visits, in addition, to the regular classes of one of them strengthened the case for the direct method—though, it is true, there was less strict adherence to it in a more advanced literary class. But, somehow, back in America trying this method with technical high school German classes didn't work so well as in the German *Gymnasium*. Of course, various factors were to blame: the inexperience of the teacher in the method; the longer lessons based upon a two-year high school course rather than the course of several years begun younger; less docility in the pupils; and probably also less promising material—to mention only a few. There resulted a sort of hybrid of the direct method and the traditional grammar-translation in this short experience of mine teaching German.

Though I have more to say on methods, let me interrupt that subject momentarily for a "thought" connected with study

abroad. It goes without saying that such is essential, sooner or later, if one is to be thoroughly prepared in a modern language. But I will not recommend, from my experience trying it, the procedure of cutting loose from a good position, without a tie of graduate record nor the experience of graduate study in an American university, to spend a full year in Europe. Before trying the regular winter schedule of a European university, one should have had some American graduate experience; and to get a position on returning one should have the best backing in his own land, based upon graduate training as well as experience. There is nothing wrong with the theory that mastery of the foreign language comes with continuous foreign residence. But there are practical reasons in favor of the foreign summer session, to begin with, instead of the full year abroad. It has, moreover, courses adapted for teachers especially, which make its content more valuable often in proportion to the time put in. Perhaps there is more danger of too much contact with fellow-countrymen in the summer; but that is something one must guard against at all times. Ultimately a year, at least, of continuous residence abroad, is highly desirable.

To return to methods for a moment, faults and merits of the direct have been discussed too repeatedly for me to weary you with them now. The conditions of college teaching being less favorable than high school classes for its use unless modified, I cannot claim to have been a direct method adherent for some time, though using and finding of great value some of its procedures and devices. Certainly there is a great asset in the use of the foreign tongue in class conversation upon objects, pictures, the lesson content, and in general, merely for the interest aroused if we discount other values; though they are certainly present as well.

In the last several years, especially since the investigation and reports of the Modern Language Study, as you know, the popularity of the direct method has waned, and emphasis upon reading the foreign language—sometimes, it is true, called the

direct-reading method—has superseded it. But the direct method and its variations, as formerly understood, have still their fiery advocates. When I see occasionally the aggressive pugnacity of one of these champions in citing, for instance, Viétor's "Die Sprachunterricht muss umkehren," I cannot help recalling that kindly gentleman of South Germany and contrasting his mild but effective manner with the antagonizing attitude of some of his would-be followers.

Through all the storm of criticism, Professor Coleman's argument and conclusion certainly seem the sanest, that for conditions in this country, where two years are the most that the vast majority of pupils ever give to foreign language study and where age, study, habits, lack of foreign contacts, and other factors are against real efficiency of the direct method in a complete mastery of the language, the aim of our teaching should be primarily for reading mastery, and the method should therefore be based upon reading. There is no point in boring you by repetition of this line of reasoning. But two things, at least, I would mention as immensely valuable contributions to our teaching which have come out of the experiments and investigation along the lines of emphasis on reading; the word and idiom lists and the simplified texts based upon these lists. For these retold stories some teachers, it is true, feel only the greatest contempt. They cannot bear to have sacrificed the niceties of style. But what can these mean to the beginner, for whom they are such difficulties as to kill his interest and any appreciation he might be able to feel? Of course, there are some works which there is no point in trying to simplify. But there is much material in a foreign literature which, retold and simplified, can be enjoyed and serve infinitely better from the pedagogic point of view than in its original form. Examples are Ford and Hicks' collection of French stories, a recent edition of Palacio Valdés *José*, and other texts which are coming on the market.

To Mr. Coleman—who addressed you here upon some of these matters just a

year ago, by the way—I am tempted pay tribute with even greater warmth for certain personal reasons; but such reminiscences should hardly have a place here.

The whole question of methods, though essential of course is often made to loom too large. There are merits and faults in all of them, which have been recounted repeatedly. One may fit better than another a particular situation, one may suit better than another the teacher's personality or the personnel of the class. Though teachers know these things, in making a fetish of some particular method they have sometimes ignored them. The inaptitude with the direct method of certain mature pupils who do excellently with a different approach is frequently noted. After all, it is for the student's good we are teaching, not to conform to a method or system. A method perhaps perfect theoretically may antagonize pupils who are really sincere; and though the teacher is, of course, more qualified than the pupil to judge what is good, it is not always wise to stick obstinately to a system which circumstances render inefficient. A teacher should to some extent adopt the slogan of the apostle Paul: "I am made all things to all men, that I might by all means gain some."

The old grammar-translation method has especially suffered criticism, much of which is deserved, though it has some good points. Not to repeat these arguments, to my mind one of its greatest faults is that of failing to keep up class interest, with the result that while one pupil is reciting others let their minds wander, and there is much loss in this lapse of individual contact with the language. But this fault may exist with any other method if the class interest is not kept up. It is in fact, a fault stressed by a teacher in a recent number of the *Modern Language Journal* in describing his method of teaching pupils to speak Spanish. Figures are often given, like his, to show how unreasonable it is to expect fluent speaking ability from a year or two of our class instruction. In a class of twenty to twenty-five, each pupil has only two minutes of individual use of the language a day. If he had this five times a week—

the teacher referred to only devoted *two* days to this conversational practice—the total for a school year would only amount to some six hours. Of course, this is not all the time that the pupil is learning the foreign language; for the outside study and the time in the class period while others are reciting should contribute far more. But if the ninety-five per cent of the recitation period is such as not to demand his attention, what an immense waste of time! On the other hand, if he is constantly on his toes, participating vicariously in each recitation, such activity contributes almost as much to his progress in the language as his individual recitation. For this reason certain devices seem to me most useful, whatever method they may belong to, because they hold every student's mind on the alert and on the subject. Dictation is one of these; which has, besides, so many values. Simple test questions in the foreign language upon passages read, to be answered in writing either in English or in the foreign language; class reading of the foreign language in concert, instead of individually, especially to begin the recitation; and various others could be added. Devices which involve individual oral performance one should try not to continue after class interest lags. Variety may be found in such a wealth of class devices described in books and articles upon teaching that even the young teacher need not be at a loss.

Variety at the proper moment, as well as good teaching in all ways, demands preparation; which should include a complete schedule for every part of the class period, with optional devices in reserve. And not only should every recitation be carefully planned, but the various parts of the course, the amount to cover in such a week, in six weeks, in the semester. Of course plans will have to be revised. One does not always reach the star to which he tries to hitch his wagon. But there must be a goal and a plan. There are platitudes of teaching; which I repeat because such is the kind of method essential, rather than the direct, the reading, or the grammar-translation. Toward these the wisest attitude

is eclectic; and in everything, preparation.

Preparation is a point I would stress in a broader way, too, than planning recitations, or even graduate study and residence abroad. In the spoken language preparation can never be too great for us who are not native French, German, or Spanish. For perfection of pronunciation and accent the study of phonetics by the teacher should be constantly kept up in the practical way, by the use of texts in the phonetic script, with direct attention to niceties of pronunciation, by the use of records, and even by the radio. To me phonetics have been invaluable, not only during graduate study but ever since. And, in passing, let me mention another master besides those who initiated me into this science, because his more personal aid perhaps meant even more than theirs, Prof. C. C. Clarke of Yale. In elementary classes stress upon the technical and finer points of phonetics I believe can be overdone, though phonograph records can certainly be used to advantage, at least occasionally.

Most of all it is the teacher's self-preparation by constantly broadening and more thorough acquaintance with whatever pertains to the foreign culture that I would emphasize. Information upon such matters and interests in them our pupils should acquire as a part of their general culture. History of foreign countries, it is true, they should get in other courses; but knowledge and appreciation of the music, the art, the great men, the customs, even the sports and the culinary arts should be given in some degree to our pupils. For material along such lines (among its other features) the school paper, *le Petit Journal*, is excellent. But it is we, the teachers, who most of all must furnish in ourselves both the *souffle d'enthousiasme* and the mine of information. Not only by the actual reading done but by the vistas opened may we cultivate the desire to read more, which is after all one of the great ends of education.

That this sounds to some of you like idealistic generalizing I know very well; I, who mean to do much more than I actually accomplish, after I bump up against the

difficulties of driving into recalcitrant heads the matters of mere language and get side-tracked from the fine ideal. I am afraid most of us fall short in this way. It is so easy not to see the forest for the trees—to let our whole time be taken by details, which, essential as they seem, are not so important as appreciation of a great foreign culture.

With further "thoughts" of the classroom I do not intend to bore you. Let me just put a comment or two on record concerning the French Club, or *Cercle français*, upon which, by the way, you heard an excellent paper here last year by Mr. Albert Leduc of Earlham College. The activities which are popular depend considerably, of course, upon the personnel of the club. In ours at Wabash College, where is lacking the element of attraction of the opposite sex, a factor which will often "put across" the most puerile or trivial pastime, I have found the following among those which have the most appeal: the French bridge party, with point penalties for and English spoken, lists of French terms being furnished; short plays in French, usually mere skits but some as long as *l'Anglais tel qu'on le parle* and *l'Homme qui épousa une femme muette*; crossword puzzle contests with the members divided into small teams; at the beginning of the evening to break the ice for general conversation in French, the amusement of pinning on the backs of those present the names of celebrities—national, international, historic, local—the object being to guess the name one bears from the comments of the others; informal group singing; the presentation, with appropriate French "wise-cracks," of burlesque presents from an immense *sabot* at the Christmas party; other special events; guest speakers. Not to mention other types of entertainment, I refer you to various teachers who from special experience have written upon the subject recently. One word more—a successful French club costs work, and work of a kind sometimes harder than that of the class. There the teacher plans, determines, rules, without need to consult others. But in the French club the teacher must plan and contrive, working often

harder to bring it about that the pupils, members of the club, ostensibly do the work, distributed among as many individuals as possible.

These twenty-five years as a teacher cannot but bring reflections upon my profession; and since this paper is wandering on to considerable length, let me close with just a few of these. You will hear no transcendental eloquence extolling the pedagog's lofty mission. There may be something in it, but I should feel like a hypocrite indulging in such sentiments. Besides, such a peroration smacks too often of pitying consolation, crumbs of comfort scattered by someone not in the teaching harness. I want none of this. I am glad I am in the teaching profession. I like it. Contacts it affords are stimulating. The freedom it has of various kinds gives me an inward satisfaction when I compare my lot with many others who may seem more to be envied. It has leisure which can be employed in variety of interests, to the good of both mind and body and greater ultimate efficiency. Yet the leisure its seems to have is not so much a case of less work to do, if the teacher is conscientious and always growing, as it is a matter of more flexibility in hours for work and time for other activities.

The lines of interest into which a teacher may be led by his contacts with them are many and stimulating—art, music, writing, various outdoor activities, and any number of others. To me as a foreign language teacher, reminiscences of foreign travel come thronging as I look back on these twenty-five years, and I should gladly have made this whole paper consist of them. "A life of pictures we lead," to quote a remark I have read somewhere, and but for my profession there is a whole gallery of them I should never have had. First, however, I would mention the contact with varied and sometimes choice personalities while traveling, most of all perhaps in the transient intimacies of ship-board. Then the infinite peace of days on deck dozing or dreaming before a limitless sea, the glorious grandeur of waves and spray, the majesty of stars, which like moun-

tain heights give a true sense of proportion. Now picture follows picture: the Alhambra, solitary in time-effacing beauty; Venice, somnolent in seductive loveliness on her sunny lagoon and canals; high Alpine trails winding in panoramas of peaks and lakes and glaciers; the nave of Chartres where jewelled windows cast a religious spell with colored shafts of light in a forest of clustered pillars; Chinon, Kenilworth, Carcassonne, Saint-Michel, the castles on the Rhine—picturesque, romantic sites etched on the walls of the mind; hikers along the paths of the Harz, Heidelberg, or Marburg; a band of singing German students, here on the march, there in an all-night *Kneipe*; the gory German student duel; the Spanish bull fight with its mingled thrill and shudder, its grace, and its tragedy; the enchantment of past pageantry revived in the Siena *palio* or fixed in tapestry and fresco; the calm of Paris after midnight, with the wharf rats unafraid along the quais, and the Seine spangled with reflections of her illuminated bridges; undying faces of the past looking out from canvasses of Velasquez, Titian, Leonardo; Chiusi on its hill-top beyond the olive groves; Florence lying in the Arno haze; the visit with Pio Baroja in his Basque home; old Chester's wall, looking toward the blue hills of Wales; Sans Souci, charming in its intimacy and its lovely frame of orchards and hedges, but haunted with the presence of Frederick and Voltaire. But I cannot name them all.

Travel, too, confirms over and over again the universal *humanness* of people, whether they live in a thirteenth century Florentine *palazzo*, in the home of an East-Prussian *Gutbesitzer*, or in a Paris *pension*. What a pity that nations cannot have the mutual sympathy and understanding that comes so easily among individuals of different lands! The part we teachers might have in promoting this feeling is perhaps no less important than the degree of mastery which our pupils attain in some method of learning the foreign language.

SCIENCE

Science Hall—Room D-41

BESSIE NOYES, *Acting Associate Professor of Biology, Indiana State Teachers College, Presiding*

THE DEVELOPMENT OF SCIENTIFIC PRINCIPLES THROUGH A
CONTINUOUS PROGRAM OF SCIENCE IN ELEMENTARY
AND SECONDARY SCHOOLS

GERALDINE SHONTZ

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According to John Dewey,¹ the responsibility of science is to develop those attitudes of open-mindedness, intellectual integrity, observation, and interest in opinions and beliefs that are characteristic of the scientific attitude. These attitudes cannot be developed through the conventional courses centered around the self-perpetuation of each of the specific sciences. Nor can they be developed by courses which disregard what has gone before or what is to follow. In order to develop these attitudes the science curriculum must be planned as a whole, throughout the elementary and secondary schools.

Since learning is a gradual and continuous process which begins early in life and continues throughout the period of life, the science curriculum should provide the child with experiences that contribute to the understanding of important scientific principles and generalizations early in his school life.

Naturally the child's concept of a scientific generalization will be very meager at first, but it will gradually grow as he is presented with life experiences to develop the necessary understandings. As an illustration a child's concept of water may be taken. He gains his concept through the following experiences: he drinks it, he washes in it, he plays in it, he sees it fall

from the sky, he skates on it, and later he sees it used as power and learns that it is a necessity to all life. Thus through these continuous experiences and observations he has developed a broad concept of water.

The problem of selecting principles and generalizations to be used in this type of a continuous and related program is a very difficult one. Their choice should be based upon their importance to the child, those that help him to reach an intelligent understanding of his environment, not those that are important to a particular science. Another problem confronts us, that of grade placement of the understandings to develop the principles and generalizations selected. It is very evident that certain understandings can be given at very low level while others cannot be given until in the upper grades of high school. Much experimenting and research will be required on both of these problems.

The generalization, "The earth and its life are greatly affected by the ocean of air which completely surrounds it" may be used to illustrate how scientific principles may be developed through a continuous program of science through the elementary and secondary schools.

Some attempt has been made to arrange these understandings in such a manner that as the child progresses through the successive grades he will have an oppor-

¹John Dewey, "The Supreme Intellectual Obligation," *Science Education*, February, 1934.

²Thirty-First Yearbook of the National Society for the Study of Education, Part I.

tunity for enlargement of his concepts pertaining to the generalization. The understandings used in the first six grades have been taken from the *Thirty-First Yearbook of the National Society for the Study of Education*. However, the grade placement of these understandings has not been followed entirely. There are many simple experiments which will help the child to gain a concept of the understandings necessary to develop this generalization. Where such experiments seem expedient they are suggested.

FIRST GRADE

1. Fire must have air to burn.
 - (a) Place a candle on the table, light it then place a glass over it. The candle soon goes out.
 - (b) Repeat the above experiment. Raise the jar to admit air just as the candle is about to go out.
 - (c) Make a fire on the ground. Place an old rug, mat, or sand over it to cut off the supply of air. What happens?
2. Air surrounds man at all times.
 - (a) With the hand stretched out, swing your arm back and forth in front of you. You can feel the air.
 - (b) Drop a piece of paper and notice that it seems to be supported. Air supports or pushes against the paper as it falls.
3. Air is in motion in the school room and in the winds.
 - (a) Clap erasers over a radiator, stove or ventilator and watch the chalk dust move upward.
 - (b) Watch smoke from a match, punk, or incense to see that it moves.
 - (c) Place a pinwheel over an electric heater or lamp. Does it move?
4. Wind works for man.

SECOND GRADE

1. We breathe and live in air.
 - (a) Inhale. Then place the hand near the mouth as you exhale. You may feel the air coming from the mouth.
 - (b) Place small pieces of paper on the table. Blow the breath on them. The force of the air from the lungs moves the paper.
2. There is water in the air.

- (a) Take a brightly polished cup, such as tin or aluminum, and fill it about two-thirds full of cold water. Slowly add small pieces of ice to lower the temperature of the water. Where does the water formed on the outside of the cup come from?

3. Drops of water form in warm moist air when the air is cooled.

- (a) Blow your breath on a piece of glass. Where does the moisture come from? Why does it form on the glass?

- (b) If there is a child in the room who wears glasses, notice how moisture condenses on the lenses when he comes into the room on a cold day.

4. Air takes up moisture and gives back moisture.

- (a) Place a small dish of water on the table or window sill. The water disappears in a few days. Where does it go?

- (b) Boil water in a teakettle. The water evaporates. What happens just after the steam leaves the spout? Place a cold surface, as a glass or a piece of bright metal near the spout. The water condenses.

- (c) With a wet sponge make a large circular wet spot on the blackboard. Watch the moisture disappear. Where does it go?

THIRD GRADE

1. Air is a real substance.
 - (a) Show that an "empty" glass is really filled with air by turning a tumbler upside down in a jar of water. Gradually tip the tumbler to let bubbles of air escape and to let the water enter the tumbler.
 - (b) Fill a glass tumbler full of water and up end it in a jar of water. Hold a second tumbler of water. Insert the stem of a tumbler filled with water. Bubbles of air will rise into the tumbler of water and force the water out. With care the air can be poured into the tumbler of water and the tumbler which was full of air will become filled with water.
2. Leaves of plants give off moisture into the air.
 - (a) Place a piece of cardboard over a tumbler of water. Insert the stem of a geranium leaf through the cardboard into the water. Cover the leaf with another tumbler. After several hours moisture

will collect on the inside of the cover tumbler. Where did it come from

3. Moisture goes into the air and stays there until it condenses.

4. Air contains dust.

(a) Notice the tiny particles of dust in the air by observing a ray of sunlight shining into a somewhat darkened room.

5. Plants and animals must have air.

FOURTH GRADE

1. Air exerts great pressure.

(a) Fill a tumbler full of water. Put a piece of paper over the top and turn upside down. Be sure that the paper is flat over the edge of the tumbler and will allow no air to get under the paper. Remove the hand holding the paper up. The paper and the water are held up by air pressing upon the paper.

(b) Cut out a round piece of heavy leather. Pass a strong piece of string through a hole in the center and fasten it so the leather can be pulled by the string. Soak the leather in water for about a day. Press the leather down on any smooth surface, so as to push all the air from underneath it. Can you pull it loose? What holds it on?

(c) Into an empty motor oil can pour a small amount of water. Heat the can until the water boils. As the steam issues from the opening in the can, place a rubber stopper into the opening. As the can cools the steam condenses, leaving a partial vacuum except for the small amount of water in the bottom. The can is crushed by the outside air.

2. Air pressure can be made to help in many ways.

(a) Put a medical dropper in a glass of water and squeeze the rubber bulb. Why does the dropper fill with water?

(b) Drink water from a tumbler by means of a straw. How does it work?

(c) Nearly fill a bottle with water. Make a hole in a stopper and push a piece of glass tubing through it. Push the cork in and try to take a drink. Why cannot you get a drink?

(d) Make a siphon to remove the water from the aquarium.

3. The fact that air exerts pressure helps explain many common phenomena.

4. Air pressure can be measured with a barometer.

(a) Procure a glass tube over thirty inches in length closed at one end and having small bore. Fill the tube with mercury. Be sure no air remains in the tube. Put a small amount of mercury into a shallow dish. Invert the tube into the dish of mercury, keeping your finger over the end until it is under the mercury. What takes place? Attach this simple barometer to a ring stand and measure the height of the mercury from time to time.

5. Weather varies with variations in air pressure.

(a) Watch the variations in the simple barometer made in the above experiment and make a record of the weather and the barometer variations.

No understandings on this generalization given in the fifth grade.

SIXTH GRADE

1. Air has weight and therefore exerts pressure.

(a) Carefully weigh an empty football bladder or an automobile tire tube. Pump the bladder or tube full of air. Weigh carefully. Do they weigh the same before and after filling with air.

2. Air expands when heated.

(a) Pump air into a toy rubber balloon. Place it near a radiator or stove. What happens to it?

(b) Place a small amount of water, colored with red ink, in a bottle. Place a piece of glass tubing in the stopper. The tubing should reach the bottom of the bottle. As you hold the bottle in the hands the expanding air drives the water up the tube.

(c) Using the same bottle and stopper hold the end of the tubing outside the bottle in a jar of water. Heat the bottle gently. The expanding air will be seen bubbling through the water.

3. Air rises over a source of heat.

(a) Use the same experiments as used in the first grade in the third understanding.

4. Cooler air pushes in toward a heated

area and this causes the air currents and wind.

(a) Place a lighted candle on a table. Put a lamp chimney over it. The candle will soon go out if the chimney fits flat. Light the candle again, but just as the candle is going out raise the chimney. The fresh cold air from below drives out (pushes) the hot used air and the candle burns again.

(b) Use the same chimney and candle as in the experiment above. When the candle is about to go out place a strip of paper, that just fits into the chimney, to one side of the candle. The candle will continue to burn. Hold a piece of smoking stick or paper on first one side of the paper and then the other. The smoke will show that there is a downward current on the side away from the candle, and an upward current above the candle. At first the hot air does not rise because it is not pushed up.

5. The atmosphere surrounds the earth like an envelope, growing thinner as the height from the earth increases.
6. The blue sky is not a dome, but merely the effect of the atmosphere on the sunlight as it passes through it.
7. The life of a planet is determined by the amount of atmosphere upon it.
8. Fogs and clouds consists of water vapor that has been partly condensed.
9. Wind and water are constantly eroding the land portion of the earth.

SEVENTH AND EIGHTH GRADES

1. Air is a mixture of gases.

(a) Boil an egg hard and then remove the shell. Light a piece of paper and thrust it gently into a bottle. Place the egg on the mouth of the bottle. What happens? Why? What made the pressure on the outside greater than the pressure on the inside? What gas was used up?

(b) Generate the gases, oxygen, carbon dioxide, and nitrogen by the standard methods. Learn the tests for each.

2. Each of the important gases of which air is composed has certain properties which make it important to life.

(a) Generate oxygen using sodium peroxide and water or potassium chlorate and

manganese dioxide. Fill several test tubes with the oxygen. Place a smoldering stick in the test tube. What happens? Heat a piece of iron wire to a red hot heat, put it in a test tube of oxygen. Oxygen supports combustion.

(b) Bend a strip of metal in such a manner as to make a sort of stair-step arrangement. Place this in a large glass jar with short candles set on each of levels. In another container make some carbon dioxide by pouring vinegar or hydrochloric acid onto a handful of soda. Pour the carbon dioxide into the jar with the lights. Carbon dioxide is heavier than air and does not support combustion.

3. Dust is an important part of air.

4. Almost all forms of life need air.

(a) Make a model of a breathing apparatus. Fasten toy balloons to one end of a glass Y-tube which passes through a rubber stopper in a bell jar with rubber sheet. Cover the opening of the bell jar. Pull the rubber sheet down, then release it. The filling and emptying of the balloons depend entirely upon a difference of air pressure caused by the action of the rubber sheeting (a diaphragm). A lamp chimney and one balloon may be used.

5. Air is soluble in water.

(a) As you heat a beaker of water notice the air bubbles formed in the water.

6. Plenty of air movement is necessary if the human body is to do good work.

7. Discomfort in a room is due to the temperature, amount of moisture, and lack of movement of air.

8. "Good" air refers to the air that surrounds one rather than to the air one breathes.

9. Cold air pushes warm air up, thus causing the air to move.

(a) Perform the same experiments used in grade six understanding 4.

(b) Make a wind box from a large sized shoe box. Use a glass on one side as an observation front. Cut two holes in one of the long sides and insert lamp chimneys. Place a short candle under one of the chimneys and hold a smoking paper over the other chimney. Trace the direction of the air current inside the box. To get the

good smoke paper, soak blotting paper in potassium nitrate and allow it to dry.

10. Air expands when heated.

(a) Use the same experiments given in the sixth grade understanding 2.

11. Air exerts a pressure in all directions.

(a) Fasten a rubber sheet over a thistle tube. Draw the air out and place the thumb over the end of the tube. Air pressure causes the rubber to be pushed in. Hold the tube straight up, down, and to both sides. A pressure is exerted in all directions.

12. An instrument called a barometer is used to measure the air pressure.

(a) Make a simple barometer as in grade four. Arrange it in a bell jar so that you can increase or decrease the air pressure on the mercury in the small dish. The height of the mercury in the tube varies with the decrease or increase of the air pressure.

13. Air pressure over the earth's surface varies.

14. Changes in air pressure may be used to predict weather.

15. Normal air pressure is used to cause liquids to flow.

(a) Fill a rubber tube with water. Place one end in a jar of water on the table and the other in a jar at a lower level. The air pressure does not cause the water to flow but merely supports the column of water in the part of the siphon which is immersed in the vessel at the higher level.

16. Compressed air may serve many purposes.

17. Decreased air may serve many purposes.

18. Air pressure is valuable in determining altitudes.

19. Air makes sound possible.

(a) Place an alarm clock or an electric bell under a bell jar. Remove as much of the air as possible. Can you hear the alarm go? Allow air into the bell jar. Can you hear the alarm? Air transmits sound.

20. The atmosphere of the earth is heated by the sun.

(a) Compare the temperature out-of-doors, in the shade and in the sun.

21. Water is always present in the atmosphere.

22. Warm air can hold more moisture than cold air.

(a) Take a clean Erlenmeyer flask. See that it is perfectly dry both inside and out. Bend a piece of glass tubing at right angles, and push one end of it through one hole of a two hole rubber stopper, so that it will nearly reach the bottom of the flask. Put the stopper into the mouth of the rubber stopper. Cool the flask by holding it outside the window. Then blow through the end of the glass tubing until a fine mist shows on the inside of the flask. Remove the stopper and tubing and quickly close the mouth of the flask with a solid stopper. Carefully heat the flask in a flame. What becomes of the mist inside? Cool the flask again. What happens? Where does the water come from? Warm air can hold more moisture than cold air.

23. The amount of moisture in the atmosphere is a variable factor.

24. Warm air is lighter than cold air with the same moisture content.

(a) Suspend two large sized flasks from the ends of a yard stick pivoted in the center. Gently heat one of the flasks. What happens? Allow it to cool. Heat the other flask. What happens?

25. Moist air lighter than dry air at the same temperature.

26. Condensation of water vapor under various conditions produces, dew, frost, fog, mist, sleet, hail, rain, and snow.

NINTH GRADE—BIOLOGY

1. All living things must obtain oxygen in order to release the energy in the cell materials.

2. Plants and animals that live in water must obtain oxygen if they are to carry on their life activities.

3. Air is soluble in water.

4. Carbon dioxide is a product of oxidation.

(a) Place a candle in a wide-mouthed bottle; light it. When the candle goes out remove it and place a glass plate over the mouth. Pour a small amount of lime water

in the bottle and shake well. The lime water turns a milky color. This is a test for carbon dioxide.

(b) Pour some lime water into a test tube. Insert a glass tube into the lime water and blow into it. Shake. The lime-water turns milky. Where does the carbon dioxide come from?

5. Germinating seeds take in oxygen and produce carbon dioxide.

(a) Place some soaked beans in the bottom of a bottle containing some soaked blotting paper. Fit the bottle with a rubber stopper containing a delivery tube and a thistle tube. At the end of forty-eight hours insert the delivery tube into a tube of lime water. Pour through the thistle tube into the bottle. What happens to the limewater? From where did the seeds get their energy to grow? Where did the carbon dioxide come from?

6. When the supply of oxygen is cut off from animal and plants, suffocation is the result.
7. Air contains three materials, oxygen, carbon dioxide, and nitrogen which are necessary for life.
8. Combines with dead organic materials and converts these materials into harmless water vapor and carbon dioxide.
9. Oxygen may aid living things in safeguarding against disease.
10. Air contains some of the raw materials needed in the manufacture of food.
11. Carbon dioxide is used by some forms of life.
12. Nitrogen is necessary for the growth and repair of living things.
13. Oxygen, carbon dioxide, and nitrogen represent stages in the cycle of chemical changes essential to the continuance of life.
14. Relative humidity of air is important to both plants and animals.
15. Comfort and health are dependent upon the water vapor content of air.
16. Life depends upon the uniformity of temperature.
17. Man's activities are determined to a great extent by climatic conditions.
18. The growth and activities of many organisms depend upon air in motion.

PHYSICS

1. Air has weight.
2. Air exerts great pressure.
3. Air pressure can be measured.
4. Air pressure can be made to work for man.
5. Normal air pressure is used to cause liquids to flow.
6. A liquid or a gas pressure is exerted equally in all directions.
7. Compressed air may serve many purposes.
8. Decrease in air pressure may serve many purposes.
9. Conditions of the atmosphere affect the rate of evaporation.
10. Air makes sound possible.
11. Atmosphere pressure decreases with altitude.
12. Boyle's Law—The volume of an enclosed mass of gas at constant temperature varies inversely with pressure exerted on it.
13. Pascal's Law—Pressure applied to an enclosed fluid is transmitted equally in all directions without loss, and acts with equal force on equal surfaces.

CHEMISTRY

1. Air is a mixture of gases.
2. Each of the important gases of which air is composed has certain properties which make it important to life.
3. Oxygen is necessary for oxidation.
4. Oxygen supports combustion.
5. Oxygen is soluble in water.
6. Carbon dioxide is one of the products of combustion.
7. Carbon dioxide does not support combustion nor life.
8. Nitrogen does not readily unite with other elements.
9. The moisture content of air is constantly changing.

In like matter many important scientific generalizations can be developed. Much knowledge and certain attitudes can be acquired throughout the elementary and high schools that are fundamental to the important scientific principles and concepts that govern or influence our lives.

SOCIAL STUDIES

Main Building—Room C-4

WALDO F. MITCHELL, *Head of Social Studies Department, Indiana State Teachers College, Presiding*

THE SOCIAL STUDIES LIBRARY AS A MEANS OF DEVELOPING PUPIL PERSONALITY

O. S. FLICK

Arsenal Technical High School, Indianapolis

This is a day when everything is under critical scrutiny. Every political form is being reexamined, every economic principle questioned, and every foundation stone of social life reevaluated. There is a widespread feeling that the period of storm and stress through which the world has been passing is revealing certain weaknesses in the social structure, weaknesses which had been unsuspected until recently and which, if allowed to continue, might lead to total wreck of the social system as we now know it.

Without subscribing fully to the dire predictions of some extremists as to what lies ahead, one may probably safely assume that the present critical time will, like similar periods in the past, give a somewhat new direction to the civilization of the world. Thus, it is doubtful whether an entirely new social order will emerge, but on the other hand, it seems quite certain that many of the principles of social action cherished in the past as fundamental will need to be modified in the light of developments on the world scene since 1929. The alert and discerning citizen should see a new relationship arising between himself and his government, as well as between government and business, capital and labor, work and leisure time activities, the public and social work, and society and the school.

It is at this latter point that the matter of general social change impinges upon the educational system. The school must keep pace with this change. Whether the school should follow merely or lead in the modifications being made is a matter for educa-

tional philosophy to decide. The very least, however, that the schools can expect to do is to be constantly alive to new tendencies and trends, quick to sense the necessities of modifications in its curriculum and methodology, and accurate in the appraisal of current changes as they affect the educational needs of the child in the school-room.

To do less than this is to fall hopelessly behind, and to leave a constant gap between the maximum accomplishments of the school and the minimum demands of society for a citizenship trained in the demands of a democratic world. I, for one, covet for the schools a place of leadership in social advance and not a place merely of followership. When this is done, the civilization of the country will be on a surer basis than it is when it is left to the haphazard opportunism of partisan necessity or to the grafting of seekers for selfish advantage.

In my judgment, a constant stigma rests upon the schools as long as certain types of information are said to be of "merely" academic importance" or to be "theoretical" but not "practical." If there is any place anywhere in which the subject matter of ideas with which people deal ought to be of practical or real importance, it is in the schools. Certainly, if there exists any material in the courses of study of our schools which cannot stand the test of being practical, meaning by that of direct application to wholesome training for life, let us throw it out and substitute for it during the precious time that these

young lives are with us that body of material which pertains to the living, pulsing life around us. Lest I be misunderstood, let me add that I would give a very wide application to the term "practical" and make it include a very large share of those studies which uplift and enrich and ennoble life as well as those subjects of study which bear a more physical relation to human existence.

I do not wish to minimize the importance of including in the curriculum vocational subjects to furnish constructive outlets for the energies and abilities of those who show aptitude in the lines which they require, and who do not profit as much as some by abstract types of knowledge. It is necessary to realize, however, that along with the objective type of training which this exemplifies there should go some materials which cultivate the mind and spirit in other lines. Surely our civilization has been based as much upon these abstract forms of human intelligence which include the principles which guide men and the ideals which inspire them as it has upon any other. When this is realized, there should be no cry on "impractical" nor of "merely academic importance" in connection with these lines of study, but an appreciation of the fact that here are the fundamental bases of human conduct which to refine is the noblest function which the schools can fulfill. To the accomplishment of this end and the energies and thought of those in charge of the schools should be directed. They must point the way of improvement. We cannot expect the layman to follow minutely the tendencies of education even if he is conversant with the tendencies of society. The schools must work out their own salvation.

It is, as I take it, in the spirit of this re-examination of everything that is and of the shaping of school work to the new ends set out for it by the state of flux which obtains in the social world that the present subject is set out for discussion, "The Use of the Social Studies Library in the Development of Pupil Personality."

The materials with which we work are two: the library and the pupil. The former

is a treasury of the world's thought. It contains works of science and of literature, of history, economics, and sociology, of psychology and philosophy, of mathematics, and of religion. Its materials range from statements of the most prosaic and common facts to those of pure aspiration unsupported by any tangible basis of reality. Its works involve experiment and hypothesis, statistics and physical measurement, logic and mental action, hope and aspiration. It reflects man in exaltation and in despair, in victory and in defeat, in selfishness and in service to others. It runs the gamut of all man's experience in the past and present and his hopes in the world to come.

Says Emerson: "The theory of books is noble. The Scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into his life; it went out from him truth. It came to him short-lived actions; it went out from him immortal thoughts. It came to him business; it went from him poetry. It was dead fact; now, it is quick thought. It can stand and it can go. It now endures; it now flies; it now inspires. Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing." From this material we may draw in the development of the personality of the child.

I am aware that the social studies library does not directly include all these types of books, and that, therefore, the scope of works envisaged by this discussion needs to be somewhat curtailed. However, this is a day when it is fashionable and is considered wise to regard the social studies as the core of the curriculum. Geography is socialized. Literature, composition, and mathematics are given a social turn. Even the pure sciences are made handmaidens of man's life in groups. Moreover, the social sciences proper need to have wide boundaries set to them. Any work that throws light on man's getting a living is properly within the field of economics no matter what its title. This makes appropriate to the social studies such works as Defoe's *Robinson*

Crusoe and Mrs. Browning's *The Cry of the Children*, books which many would regard offhand as of merely literary importance. In the sociological field Hawthorne's *Scarlet Letter* or Dickens' *Oliver Twist* have a place, and in politics, Lowell's *Bigelow Papers* and Stowe's *Uncle Tom's Cabin*. The literary works which have a historical bearing are legion. It could hardly be otherwise when, as Professor Beard says, "History began with the songs of bards and ends in philosophy." I am one who believes that much history can be learned from historical novels. It is the province of literature to express the ideas of the social studies in proper English and of philosophy to evaluate them and trace the relationships among them. From all this it should be plain that the social studies have the right to draw upon a wide variety of works in order to contribute to and illuminate the various aspects of the body of knowledge with which they deal.

It should not be deduced from this that attention to a wide variety of literary works necessarily makes the personality of the individual either superficial or chaotic. There is little room in the secondary school for specialization. What we want is the development of broad personalities including a wide variety of wholesome and important interests, appreciations, and activities. We want a well rounded development. The adolescent period is one of growth, of unfolding, of realization of farther penetration into the great mysteries of life. This growth and unfolding needs to be broad if it is to be of most value. Light shed on any wholesome segment of human existence is thus developing for it contributes to the well-rounded life.

Says F. E. Bolton, "If we could only regard secondary education as a voyage of discovery, a quest for adventure, an opportunity to peer into some of the great mysteries of life instead of as a period of permanent settlement and mastery of new territory unchosen by the settlers, could not the excursions into the new fields prove more satisfactory for all concerned."

In any discussion of the training of personality, we need to take into account the

pupil and the particular characteristics and points of mental strength and weakness which he possesses. He begins as a bundle of deeply-lying instincts, ill-controlled emotions, and delicate feeling characterized fundamentally by lack of balance between self and the outside world. Herein we have the two aspects of personality which must be considered if training is to be intelligently guided: the self or ego and the objective realities of existence such as physical surroundings and the social group to which one belongs. It is doubtful whether the newly-born child has the second of these aspects at all. As time passes, however, his experiences teach him. He learns to whom to look for food and comfort. The family becomes the first social group to direct upon him its ideas of right and wrong, of co-operation, of loyalties and ideals and purposes until the self becomes modified in accordance with established social and ethical patterns. The self is the conception of the "I" as distinct from others, the inward being locked away from human sight. It is played upon by fundamental instincts and urges and emotions which are the radiating points of human action. The desires of the individual are at basis direct, simple, and unschooled. In time, contacts with others introduce inhibitions which sift over, classify, and pass judgment upon fundamental desires, admitting to accomplishment only those which stand the test of social approval. So early do these inhibitions assert themselves that some philosophers believe that all life, at least all human life, is a unity, and that individuals have no real individuality but are merely cells in a vast and unitary organism beyond human power to understand. Such a view would deny the existence of the self and merge all in a great social or even greater cosmic unity within which the individual plays his minute part.

Be that as it may there is an adjustment that must be made of the individual to his surroundings. This adjustment must and will be made whether we do anything about it or not. That is, the personality will be trained. Every experience of the individual will train it, not only the experiences of the family but those of the community, the

"gang," the church, the state, and the fraternal, cultural, or philanthropic groups, to say nothing of the school. In so far as the individual learns to act in socially valid ways, we may regard the change he has undergone as that of an expanding ego. Social purposes become his purposes. The ideals and methods and judgments of society become his ideals and methods and judgments. If he criticizes, it is a constructive criticism; if he wants anything more than he had for himself, he is willing to ask the same for all men; if he believes he has a better way than the accepted one for accomplishing social purposes, he stands ready to convince the group on the wisdom of his proposals. Such a person has an integrated personality which is the end of personality training most desirable.

There is a widening and expanding of the personality with every contact with worthy books. This is because the individual has by this means entered into the life and experiences of another. He sees through another's eyes, feels what another feels, and experiences what another experiences. His life has been doubled, as it were, by these contacts; and if these are large in number, the self expands by the experiences into multiples of itself. It is the task of the teacher to see that these contacts are the valuable ones so that the expanding self reaches more and more worthy heights. Books in the social studies field are peculiarly adapted to the making of these contacts, because the associations of mankind are the ones which make up the subject matter of this field.

History is particularly rich in ethical values. It gives opportunity of appraisal of human beings. It shows them acting from the loftiest and the basest motives. It holds the mirror up to human nature and shows the world as it has grown with all its joys and sorrows. Fortunate is the student who can obtain from its study admiration for the thinkers of the ages, the philosophers of literature, and the toiling masses, and a keen sense of disapprobation for the wrongs of the past.

History shows also the continuity of the stream of human development through vast

periods of time. It shows that many of the political forms which we are inclined to take for granted are in reality inherited from the past. This fact should be effective in winning respect for political forms as they have evolved out of human experiences, for these forms are a part of us as truly as are any other aspects of our civilization.

The student sees in social studies literature the socially reflected self, himself in another. This constant self-appraisal and self-comparison throws the shortcomings and points of strength of the individual into bold relief. Then what he admires in another he tends to become himself and what he condemns in another he tends to avoid in himself. As long as man is a social being he will tend thus to shape his own personality in terms of what he sees in the outside world.

The criminal does not have a socially integrated personality. He is out of step with group purposes. He cannot identify group purposes and values with his own purposes and values. He is not amenable to social control for he is at war with society. His personality has been trained in ways not socially valid. The result of his actions is social disintegration not social integration. Herein lies his challenge to society.

To create the integrated personality where it might not otherwise be created and to enhance the degree of integration beyond what chance contacts might produce is the province of education and of the use of that treasury of human experience which we call the library. This is a day of interdependence, of mass production, of standardization, and of mass education. The education which meets the needs of the present day must therefore do two things:

1. It must train the individual for fitting into the complicated world of interdependence.
2. It must see to it that individuality is not submerged.

The development of personality along lines of integration must do the same two things—build up proper knowledge and wholesome attitudes on social matters and protect and foster the development of valuable qualities peculiar to self. It is on this

latter point that the theory of the unitary quality of all life such as is suggested by Galton needs serious modification. Ideas must come from persons not groups. Groups can accomplish things, but only persons can conceive of purposes and rules of action and methods of attainment. The transcendentalism of Emerson throws light here. He says: "A man should learn to detect and watch that gleam of light which flashes across his mind from within, more than the lustre of the firmament of bards and sages. Yet he dismisses without notice his thought because it is his. In every work of genius we recognize our own rejected thoughts; they come back to us with a certain alienated majesty. Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impressions with good-humored inflexibility then most when the whole cry of voices is on the other side. Else tomorrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another."

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better or for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to till. The power which resides in him is new in nature and none but he knows what that is which he can do, nor does he know until he has tried."

"Trust thyself; every heart vibrates to that iron string. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

I firmly believe that one of the greatest dangers of today is the over-socialization of the individual. If the time ever comes when society takes over at an early age the

making of choices for the individual, the determination of standards, the fixing of patterns of conduct, something great will be lost to the world. There was something refreshing and stimulating about the pioneer and the individualism which he exemplified. Here was the opportunity for the creative personality, the making of individual choices, the direct contacts with the realities of existence. Something of this thought was in the mind of James Russell Lowell as he wrote:

An' yit I love the' unhighschool'd way
 O' farmers hed when I wuz younger;
 Their talk was meatier, and 'ould stay,
 While book-froth seems to whet your
 hunger,
 For puttin' in a downright lick
 'Twixt Humbug's eyes, ther's few can
 metch it,
 An then it helves my thoughts ez slick
 Ez stret-grained hickory does a hetchet.

But the pioneer age as we knew it is gone, along with whatever virtues in the development of personality it may have possessed at first hand. Still its memory should never be allowed to fade. I would wish few things better in the education of the present and future generations of youth than a fairly intimate and complete acquaintance with the actions, thoughts, and aspirations of that earlier generation which tamed the wilderness. In this way there may be realized vicariously some part of the advantage which life in that manner afforded.

We must not forget also that there exists today the need for pioneers along new frontiers of human life and that conquests on another plane and in another sphere press for accomplishment. There are wildernesses of the spirit which need civilization, wildernesses of greed, corruption, and intolerance—which offer as great a challenge to the courageous as ever the West did in times past. There is need for scientific discovery and research in the social fields. I do not believe this is needed in manufacturing, mechanical, and scientific lines, beyond what is necessary for the physical health and for the stimulation which the widening of the bounds of knowledge af-

fords to the human mind. That man to be sure is great who can save human life by the discoveries which he makes in his beakers and his test tubes; that man is equally great, however, who can see to it that a coal mine has two entrances, or that dangerous machinery in a factory shall be fenced, or that industrial processes which transmit occupational diseases shall be forbidden or made safe. I can see no ultimate social difference between saving life by the administration of antitoxins and saving life by the legal elimination of social hazards. These are examples of those who pioneered on this latter frontier: Louis Pasteur, Robert Koch, William Wilberforce, Dorothea Dix, John Howard, and John R. Commons. Let us have more acquaintance through our libraries with such as these and the values of the pioneer period will not be lost and the personality of the pupil will be developed.

Let us turn now to the other purpose which we hope to accomplish by education through the use of the library—training of the child to fit into the complicated world of interdependence. The group is probably a means not an end, though I realize that I am getting onto debatable ground at this point. That end is the highest mental, moral, and spiritual development of the individual. This individuality that is desirable, important as we have seen it to be, is that which, while keeping the values of self, also fits into the social scheme. This is because self-realization can come only through social means. Perhaps we could just as well say that self and society develop together, that whatever contributes to the development of self in the better sense helps society, and whatever improves social life improves the self.

This brings us to the attitude we are to assume toward social change. At the outset we must realize that life is change, that growth is the law of the universe. Everything is in the eternal process of becoming. Someone has said that nothing is constant but change. For what world, then, are our children's personalities to be molded? Not for the world of today for it will have passed away before these children's mature

lives are lived. How can we train for the world of tomorrow not having the gift of prophecy? Even if the world were static, we would be on no more certain ground, for people have hopes and aspirations. Therefore, the materials of personality development must take on a perennial value or they are of no use. If my words are applicable only here and now, they will change into ashes in my mouth. That knowledge only develops personality which deals with generalizations and with underlying principles, tendencies, and truths of permanent application. Of course these fundamental virtues cannot be reached directly. They must attain validity in the student's mind only through detailed knowledge which by deductive reasoning finally makes possible the understanding of the principle. The principle that the political tendency of countries during the nineteenth century was toward democracy will not be appreciated until the student learns that in many isolated cases there was an actual change during that century toward democracy. Many separate facts support a general truth, and it is the general truth not the separate facts which becomes valid social knowledge.

Whatever the future is to be, we are certain that it will be a function of the present. The new arises from the old and not out of nowhere. Therefore we want students to have:

1. An attitude of respect toward social institutions as they now are, and to be willing to advocate changes only where experience has clearly shown the need of modification.

2. The ability to use principles and generalizations previously learned to work out proper solutions for novel situations.

Let us look a moment at each of these.

Respect for present social institutions will ordinarily result from a study of the growth of those institutions. Here is a supreme value of history. Anyone who follows the affairs of mankind through centuries of trial and error in which man has tried to work out social forms better than those of the past, cannot but be impressed with the cost of the liberties we enjoy and convinced that these forms have some merit

from being the result of such long evolution. Lord Acton says, "The historical facts should not be a burden to the memory but an illumination of the soul."

This ignorance of history and the social heritage of humanity accounts for much of the lack of respect for social institutions which exists today. The normal person who sees that social institutions are the product of long periods of evolution and that in these changes many men of lofty character and far-seeing vision have had a part, can hardly fail to conceive an appreciation for these forms which the present generation has inherited from the past, and a realization that the world is constantly getting better. This may be illustrated by an instructive comparison between the ancient and modern theories of justice. The ancient law of the Hebrews stated:

And if any mischief follow, then thou shalt give life for life,
Eye for eye, tooth for tooth, hand for hand,
foot for foot,
Burning for burning, wound for wound,
stripe for stripe.

In the constitution of this state we read: "The penal code shall be founded on the principles of reformation and not of vindictive justice."

Let us always teach the *reasons* for present political, social, and economic forms. The ignorant do not see that there are reasons. It is the reasons that save the day. Even as simple a thing as the stop light on the street corner, which without a reason looks like the grossest tyranny, with a reason becomes an indication of democracy. I believe it is possible thus to commend our present social forms to the student in such a way that respect for them is bred in his mind.

Now all this need not imply any degree of finality in the changes of the world. The fact that a thing has always been so, is no proof that it always must be so. It is a proof, however, that it should be changed only for valid cause. I would teach distrust of those who would lightly tamper with our institutions; but I would inculcate the utmost respect for him who on fundamental grounds advocates a change and is

willing to go before an enlightened and democratic society such as ours in the attempt to convince them of the wisdom of his proposals. In my judgment any other view than this leads to stagnation and not to progress.

Now as to the ability of students to use principles and generalizations previously learned, in order to work out proper solutions for novel situations, it may be said that this ability is the test of the value of social knowledge. A quality of personality which enables its possessor to see like or contrasting elements in two situations, to reason from fundamental grounds to particular instances, and to solve complicated problems from basic principles, is one highly to be desired. This requires a degree of imagination, which is requisite for any creative work. Says Professor Beard, "All rich personalities are imaginative and if education is concerned with the making of them, it must cherish those who can dream dreams and see visions." This ability to use acquired knowledge in creative ways requires open-mindedness, willingness to withhold judgment until all obtainable facts pertinent to the situation are at hand. It requires the individual to listen to the man who knows and to beware of the fact when it exists that one's own knowledge is inadequate to the situation. It requires that he act from rational motives and upon reasonable premises. The man with a trained personality takes no stock in magic.

Now to do all these things—to be trained for the interdependent world, to save the individuality from over socialization and submergence, to respect things as they are and be willing to change them only as proper reasons therefore appear, to be able to apply learned principles to new situations, and to be open-minded and unprejudiced in the acquisition and use of facts—all this requires information. This the library is equipped to give. The information cannot be obtained, however, unless the individual is able and willing to find and to use it. The mechanics of the use of the library should be taught—the classification system, the use of the key publications, such as the *Readers' Guide to Periodical Literature*, the use of

encyclopedias, and other reference books, the selections of authorities, some use of course materials and of statistical collections. There is value in reading a variety of types. I quote from Max Herzberg:

"Read many different kinds of printed matter—bound books, pamphlets, magazines, newspapers. They are all provinces in the kingdom of reading. It is a mistake, furthermore, to read only fiction: Much non-fiction is more absorbing and exciting than all but exceptional novels are. Read an occasional bit of poetry: it is the violet ray of the soul, curative and stimulating; it feeds the imagination and reveals the world around us in its true brilliancy and intensity. Read biography for its revelation of human beings. Read some things that are easy, some that are tough. Read more than the sporting page or even the front page of the newspaper: A good newspaper is a daily university. Read good magazines to keep abreast of the times."

All reading should not be compelled. Says William H. P. Faunce:

"First of all there is reading for pleasure. A man ought to do some reading for the sheer delight of it. The best test of a man's character is his use of his leisure. What does he do when he doesn't have to do anything? When the necessary tasks of the day are over and his mind can roam where it will, where then does his mind go? A man ought to have some books that are to him a well spring of enjoyment, reading them not because society expects it, not because teachers exact it, but because his own nature craves it. It is good for a student to turn himself loose in a big library as a colt is turned out to grass."

The reading interests of children vary and teachers will do well to go with the current of these interests rather than to run counter to them. In the earlier adolescent period boys and girls are attracted to juvenile fiction and adventure, and in the case of boys to mechanical things. They do not take well to abstract principles or to much idealism. Later the altruistic faculty comes into prominence and ideals and principles can be inculcated. At any stage of

these changes well chosen books may do two things:

1. They may sublimate the urges of the child by the vicarious experiences which reading affords.

2. They may, by precept and example, refine and improve the tastes and thus contribute to the building up of high ideals.

Not much can be learned from a book until the matters with which it deals enter into the experiences and life of the individual. Herein is the developing power of good literature: it leads the thoughtful reader through the mental processes of the writer after which he who does the reading is never quite the same again.

This information which the student obtains is his stock in trade, the material with which he builds the substance of his thoughts in concentration and in relaxation. However, to make it of maximum value he should know how to use it. He should have some ability at analysis and synthesis and in attacking a problem in a scientific manner. His studies in the subject matter fields will doubtless give him ability and practice in doing this. This is one of the values in the understanding of the definitions of terms in any subject field. If words are to be used in any precise or scientific sense they must be used with definite meanings. Otherwise ideas cannot be expressed in any but a haphazard manner.

While there is necessity of the acquisition of information one must guard against the fallacy openly or tacitly accepted by some that the facts themselves are the desirable ends to be attained. Facts are the means to an end so far as secondary education is concerned. We should seek through the facts to establish interests, arouse zeals, and give opportunity for wholesome emotional experiences and thrills. These are of the stuff of which personality is made.

Another quality which the trained personality must have is respect for leadership. Nothing can be accomplished in a democracy without leadership. The leader must determine the course of action which he believes is best to pursue and then convince the masses that his plan is best. He

must, therefore, possess originality, information, initiative, and courage. Most people are followers, not leaders because they have little or no originality. Therefore, if worth while things are to be accomplished people must be willing to be constructive followers. There seem to be at least four attitudes which followers may take toward leaders:

1. Unquestioning obedience.
2. Hostility and quarrelsomeness.
3. Desire to curry favor.
4. Cooperation and constructive criticism.

The most wholesome of these is, of course, the last. The follower should do everything he can to assist the leader to accomplish the agreed purposes. The attitude of unquestioning obedience is undesirable because it makes the group member not a partner in an enterprise but a servant of a master. The attitude of hostility and quarrelsomeness is objectionable because it destroys that feeling of wholehearted cooperation and comradeship which makes any task a pleasure. Service given in a spirit of grudging compliance is never the most efficient service. Any group member who attempts in a marked way to curry favor with the leader is not likely to do his work well. This is because his mind is always on the question of what the leader will think of his action and whether the leader will be personally pleased with it rather than how efficiently the work in hand can be done. A member who does this is almost certain also to lose the respect of his fellows. The study of biography is very valuable in the inculcation of proper attitudes toward leadership.

The trained personality includes an appreciation of the value of good habits and how to form them. It knows that good habits such as those of industry, promptness, and accuracy in accomplishment save much nervous energy which can thus be expended in higher levels of activity such as the exercise of judgment.

The person with a trained personality leads the expanding, forward looking life. He believes in men and women that they have within them certain ideals of law, of

justice, and of order and that for these ideals they labor unceasingly; he shares in these ideals; he feels a partner's obligation to assist in their realization; he admires heroic deeds and the lives of those unselfish individuals whose memories are bright spots in dreary wastes; he feels a zeal for truth because it is the only ultimate reality and takes pride in his own worth while achievement because it identifies him with that larger life into which his personality expands; he has not only appreciation of what is good but courage and will and initiative to do it. We have it on the word of the late Dean Thomas Arkle Clark that although students with poor grades sometimes succeed well in later life, in more than ninety per cent of the cases under his observation later success came to those who had done well in school. I believe it is safe to conclude that this high correlation is in part due to results flowing from the study which these students have gone through.

The student with trained personality should have a wholesome outlook upon life, the conviction that life is a glorious experience and not merely a tale of blood and death. Sometime I shall expect some writer to compose two parallel works on these themes, another *L'Allegro* and *Il Penseroso* of the spirit. In the one I shall expect to find set forth that mankind must endure many unexplainable tribulations without being able to do any thing about it—the passing of a promising young life when many superannuated or physically handicapped remain, the standing contradiction of war in the midst of what we call civilization, the pathetic and often unsuccessful efforts of man to protect himself against the great cataclysms of nature—earthquake, flood, and fire. In the other account man would appear not in defeat but in victory, a Savonarola bearing persecution for a cause, a Grenfell casting his lot among the Indians of Labrador because of the good he could do, and many a common man of today bearing the discouragements of unemployment without loss of morale and with a fortitude that should be an inspiration to us all. Who

shall say that the library and the public school do not deserve much credit for fortifying the personalities of this generation for the successful surmounting of the difficulties of today without loss of perspective and without sacrifice of those stable qualities of character which have long characterized the American people. The steadfastness of the average man is a continual inspiration. Out of these parallel accounts I would have come the conviction that life is a glorious experience well worth the living and that mankind has wells of strength within himself upon which he can draw at will. Let the student learn to appreciate Henley's *Invictus* or those lines from Goethe's *Faust*:

Courage I feel abroad the world to dare.
The woe of earth, the bliss of earth to bear,
To mingle with the lightning's glare,
And mid the crashing shipwreck not despair.

One more quality of the trained personality we must cultivate and with this I close. This quality is the love of the beautiful, aesthetic appreciation, whether of nature or music or literature or art. This can be approached through the study of the ideas of beauty possessed by other people either now or in the past, the ancient Greeks and Romans, the Renaissance, or modern nations. May I illustrate by a passage from Washington Irving's *Westminster Abbey*? After the inimitable description of the music of the organ and the choir rolling through the vast edifice occurs the following passages:

"I rose and prepared to leave the Abbey. As I descended the flight of steps which lead into the body of the building, my eye was caught by the shrine of Edward the Confessor, and I ascended the small staircase that conducts to it, to take from thence a general survey of this wilderness of tombs. The shrine is elevated upon a kind of platform, and close around it are the sepulchres of various kings and queens. From this eminence the eye looks down between pillars and funeral trophies to the chapels and chambers below, crowded with tombs; where warriors, prelates, courtiers,

and statesmen, lie mouldering in their 'beds of darkness.' Close by me stood the great chair of coronation, rudely carved of oak, in the barbarous taste of a remote and Gothic age. The scene seemed almost as if contrived with theatrical artifice, to produce an effect upon the beholder. Here was a type of the beginning and the end of human pomp and power; here it was literally but a step from the throne to the sepulchre. Would not one think that these incongruous mementos had been gathered together as a lesson to living greatness—to show it, even in the moment of its proudest exaltation, the neglect and dishonor to which it must soon arrive; how soon that crown which encircles its brow must pass away, and it must lie down in the dust and disgraces of the tomb, and be trampled upon by the feet of the meanest of the multitude. For, strange to tell, even the grave is here no longer a sanctuary. There is a shocking levity in some natures, which leads them to sport with awful and hallowed things; and there are base minds, which delight to revenge on the illustrious dead the object homage and grovelling servility which they pay to the living. The coffin of Edward the Confessor has been broken open, and his remains despoiled of their funeral ornaments; the sceptre had been stolen from the hand of the imperious Elizabeth, and effigy of Henry the Fifth lies headless. Not a royal monument but bears some proof how false and fugitive is the homage of mankind. Some are plundered; some mutilated; some covered with ribaldry and insult—all more or less outraged and dishonored!

" . . . What then is to insure this pile which now towers above me from sharing the fate of mightier mausoleums? The time must come when its gilded vaults which now spring so loftily, shall lie in rubbish beneath the feet; when, instead of the sound of melody and praise, the wind shall whistle through the broken arches, and the owl hoot from the shattered tower—when the garish sunbeam shall break into these gloomy mansions of death, and the ivy twine around the fallen

column; and the fox-glove hang its blossoms above the nameless urn, as if in mockery of the dead. Thus man passes away; his name perishes from record and recollection; his history is as a tale that is told, and his very monument becomes a ruin."

I submit to you that this passage has a lesson for the mind and also for the spirit.

Let us, then, use the great treasures of the written word to cultivate and refine the inward self, to make and to keep it in harmony with the great purposes of society, and to keep it inspired and upward looking by attention to those things about us that are beautiful and true, for he who walks with eyes bent upon the ground will receive no messages from the mountains.